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ABSTRACT

A survey of associate- and bachelor-level graduates from a selected group of external degree programs (EDP) is described with emphasis on survey methodology. Likely employers of EDP graduates were also surveyed regarding their hiring and promotion policies in this study aimed at developing appropriate methods of assessing the acceptability and negotiability of credentials from EDPs. Graduates from Florida International University's External and Traditional Bachelor Degree Programs were surveyed but their responses are not reported here. The appendices contain: self-mailer questionnaire for the survey of graduates; mail questionnaire for survey of graduates adapted for use by Metropolitan State University (St. Paul, Minnesota); interview schedule for nonresponse telephone survey; materials from employer survey; and interview schedule for telephone survey used by Florida International University. (SPG)

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THE EXTERNAL DEGREE AS A CREDENTIAL:
NOTES ON METHODOLOGY

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Submitted to:

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THE EXTERNAL DEGREE AS A CREDENTIAL:
NOTES ON METHODOLOGY

by

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National Institute of Education
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SECTION A

METHODOLOGY: SURVEY OF GRADUATES

Setting for the Study: Survey Tasks

In the request for proposals, the NIE defined the goals of the External Degree study as follows:

This study will have two major objectives: (1) to develop appropriate methods of assessing the acceptability and negotiability of credentials from external degree programs through follow-up studies of graduates; and (2) to use these methods in a study of the experience of graduates from a selected number of external degree programs. . . . We refer to the acceptability of external degree programs as they satisfy entrance requirements to subsequent educational programs. Negotiability concerns the use of external degree programs in changing one's position in the world of work.

Furthermore, the RFP posed the question:

Are [the credentials earned through these programs] regarded as the same or different from credentials earned through "regular" programs?

and suggested that study designs be developed to provide for some comparative assessment of the relative worth of the external degree to its holder vis-a-vis the worth of a "traditional" or "regular" degree.

Five distinct tasks were planned and carried out to respond to the questions posed by the NIE: a comprehensive literature review to provide the understanding of this segment of the nontraditional education field to aid in developing and refining definitions and measures critical to the study; a survey of institutions to document the universe of external degree programs and the population of graduates from these programs; a small-scale survey of likely employers of EDP graduates to investigate their hiring and promotion policies; an analysis of one already-existing data set on post-degree experiences of graduates, developed by an institution which sponsors both a regular and an external Bachelor's level degree program; and the main survey of Associate and Bachelor's level graduates from a selected group of external degree programs. The earlier phases of this study--the literature review, development of critical definitions and measures, and the survey of

institutions and external degree programs--constituted a separate major effort, the results and methodology of which have been reported elsewhere.¹

The Population of External Degree Programs and Graduates

During our earlier research, we established that as of September, 1976 there existed 244 external degree programs (EDPs)--66 Associate and 178 Bachelor level--fitting our definition of "external" as essentially nonresidential, nonclassroom in 134 host institutions. Together, they had awarded their degree to 18,421 graduates (Exhibit 1). While this number of graduates could have functioned as the population from which we would draw our sample for the survey, the nature of our inquiry--to document post-degree experiences of graduates--made it advisable to consider as survey-eligible only those who had held their degree for a period of time sufficiently long for possible relevant outcomes from obtaining the degree to occur--in our judgment, at least one year. This restriction reduced the available number of graduates to 10,632 (Exhibit 2). The distribution of these graduates was concentrated in four of the ten classifications of areas of study, with a sizable number lacking a specified area.

At this point a decision was made as to the nature of the sampling we would use. Three concerns converged which made purposive sampling, rather than random, appropriate. First, Exhibit 2 had made it clear that there were only four out of the possible ten study areas for which we could be certain of having sufficient numbers of respondents (cases) to support data analysis. This was important because we were anticipating finding differences in post-degree experiences of graduates according to area of study. Second, a large number of institutions had very few graduates who were survey-eligible.² To develop a comprehensive listing of all pre-September, 1975 graduates, as opposed to a noncomprehensive listing consisting of those from institutions with a substantial number, would have required a heavy investment in staff time and would have entailed considerable project delay. The third factor was the nature of our research. This study was conceived and designed to be exploratory and investigative--not evaluative. Random sampling would have enabled us to make national estimates for a few data points, but would have precluded some of the more detailed in-depth analysis. We gave priority to the latter goal.

¹See Carol P. Sosdian and Laure M. Sharp, Guide to Undergraduate External Degree Programs in the United States (Washington, D.C.: National Institute of Education, March, 1978) and Carol P. Sosdian, External Degrees: Program and Student Characteristics (Washington, D.C.: National Institute of Education, March, 1978).

²Fifty-eight institutions had graduated fewer than thirty graduates by September, 1975, and an additional four had fewer than fifty graduates.

EXHIBIT I

UNDERGRADUATE EXTERNAL DEGREE RECIPIENTS: CUMULATIVE NUMBER REPORTED AS OF SEPTEMBER, 1976
BY AREA OF STUDY AND LEVEL OF DEGREE

Level of Degree	Area of Study											Total
	General/ Liberal Studies	Natural/ Physical Sciences	Behavioral/ Social Sciences	Applied Social Sciences	Humanities, Fine Arts	Engi- neering	Business/ Public Adminis- tration	Health Services	Semi- Profes- sional	Indi- vidualized Studies	Not Specified	
Associate	2,445	1	3	210	5	66	329	249	0	1,125	170	4,603
Bachelor	3,267	7	196	630	2	9	1,085	100	3	3,464	5,055	13,818
Total	5,712	8	199	840	7	75	1,414	349	3	4,589	5,225	18,421

EXHIBIT 2

CUMULATIVE NUMBER OF EXTERNAL DEGREE GRADUATES BEFORE SEPTEMBER, 1975
BY AREA OF STUDY AND LEVEL OF DEGREE^a

Level of Degree	Area of Study											Total
	General/ Liberal Studies	Natural/ Physical Sciences	Behavioral/ Social Sciences	Applied Social Sciences	Human- ities, Fine Arts	Engi- neering	Business/ Public Adminis- tration	Health Services	Semi Profes- sional	Indi- vidualized Studies	Not Specified	
Associate												
Total Graduates	1,449	0	1	102	0	41	239	83	0	734	100	2,754
(N Programs Reporting)	(16)	(2)	(2)	(7)	(2)	(5)	(12)	(2)	(3)	(11)	(8)	(70)
Bachelor												
Total Graduates	1,719	1	3	232	0	6	693	29	1	2,185	3,009	7,878
(N Programs Reporting)	(39)	(2)	(7)	(17)	(3)	(5)	(23)	(6)	(3)	(38)	(23)	(166)
Total Graduates (N Programs Reporting)	3,168 (55)	1 (4)	4 (9)	334 (24)	0 (5)	47 (10)	932 (35)	117 (8)	1 (6)	2,919 (49)	3,109 (31)	10,632 (236) ^b

^aThese figures were reported during the first phase of this study, the survey of institutions. Institutions were requested to provide as accurate data regarding numbers of graduates as possible; however, in some cases, counts given were estimates.

^bN Reporting does not equal 244 (the number of external degree programs identified) because of missing data on graduates' year of graduation for some programs.

Given the above, we outlined the final pool of graduates from which we would draw our population. It consisted of those from the four most common areas of study--general/liberal studies, applied social sciences, business/public administration, and individualized (self-designed) studies, and was supplemented by including graduates from selected institutions which we knew to have programs in two or more of the four selected areas but for which we had not been able to break down headcounts of graduates by study area. The total number in the final pool was 8,434 (Exhibit 3).

The Sample of Graduates

Identification of Institutions to Ask to Participate.³--Two stratifiers were used for sample selection: program level (Associate and Bachelor's degree) and type of institution (free-standing or affiliated).⁴ Several other considerations were introduced, although not fully systematized. We thought to balance insofar as possible institutions in the public and private sectors, and in various geographic regions. We also attempted to avoid over-selecting institutions which were so preeminent in the external degree field that they would overshadow others participating.

Exhibit 4 shows the characteristics of all institutions from which we could have selected programs. As can be seen, choices at the Associate level were quite limited. At the Bachelor's level, the choices were wider, although even here, especially among free-standing institutions, the list of institutions was a short one.

³"Participation" for institutions meant providing us with lists of names and addresses of graduates, preferably according to area of study; aid in securing corrected addresses where necessary; and formal approval of the study in the form of a response-encouraging letter to be included in the second or third mailout waves.

⁴Free-standing institutions were defined as those established in order to offer external degree programs. Affiliated institutions were those established to provide regular or traditional degree programs but which were also offering external ones. We expected that graduates from EDPs in affiliated institutions might profit from the reduced visibility of the external nature of their degree, if indeed there were factors operating against external degrees with regard to acceptability and negotiability.

EXHIBIT 3

FINAL POOL OF GRADUATES FROM WHICH TO SAMPLE BY AREA OF STUDY

Level of Degree	Area of Study					Total
	General/ Liberal Studies	Applied Social Sciences	Business/ Public Admin.	Individ- ualized Studies	Could not Identify # of Graduates by Area ^a	
Associate	1,449	102	239	734	46	2,570
Bachelor	1,719	232	693	2,185	1,035	5,864
Total Pool	3,168	334	932	2,919	1,081	8,434

^aA few institutions indicated that their EDP(s) had graduated students in two or more of the four specified study areas, but could not give us breakdowns for the exact number of graduates per area of study.

EXHIBIT 4

AVAILABLE PROGRAMS FOR SURVEY OF GRADUATES
Associate Graduates (Before 9/75)

Page 1 of 4

	General Studies	Applied Sciences	Business Administration	Individualized Studies	
Free-Standing Institutions	Windsor University (Private) California 5	Empire State College (Public) New York 40+*	Thomas Edison (Public) New Jersey 1	Thomas Edison (Public) New Jersey 406	
	Community College of Vermont (Public) Vermont 25	Community College of Vermont (Public) Vermont 42+	Empire State College (Public) New York 5+	Connecticut Board for State Awards (Public) Connecticut 34	
	New York State Regents (Public) New York 1,326		Community College of Vermont (Public) Vermont 15	Campus Free College (Private) Washington, D.C. 3	
Free-Standing Graduates	1,356	82+	21+	433	1,892
Affiliated Institutions	Community College of Baltimore (Public) 1	Park College (Private) 11	Central YMCA Community College (Private) Illinois 1	Washington Inter- national College (Private) Washington, D.C. 2	
	St. Louis University (Private) Missouri 2	Pennsylvania State University (Public) Pennsylvania 50	Northwood Institute (Private) 16	International Community College (Private) 2	
	Pennsylvania State University (Public) Pennsylvania 89		Golden Gate University (Private) California 206	Elizabethtown College (Private) Pennsylvania 20	
	The International University (Private) Missouri 1			Staten Island Community College (Public) New York 20	
				University of South Carolina (Public) South Carolina 89	
				University of Minnesota (Public) Minnesota 158	
Affiliated Graduates	93	61	223	291	668
Total Eligible Graduates	1,449	143+	244+	724	2,560

*40+ Means that the institution had some additional graduates in this area, but was not yet able to specify the number.

EXHIBIT 4

AVAILABLE PROGRAMS FOR SURVEY OF GRADUATES
Bachelor Graduates (Before 9/75)

Page 2 of 4

	General Studies	Applied Sciences	Business Administration	Individualized Studies
Free-Standing Institutions	New York State Regents (Public) New York 76 Windsor University (Private) California 797** Metropolitan State U. (Public) Minnesota 1007	Empire State College (Public) New York 228+* Windsor University (Private) California 797 Metropolitan State U. (Public) Minnesota 1007	Empire State College (Public) New York 81+ Windsor University (Private) California 797 Metropolitan State U. (Public) Minnesota 1027 Thomas Edison (Public) New Jersey 4 New York State Regents (Public) New York 14	Campus Free College (Private) Washington, D.C. 9 Empire State College (Public) New York 119+ Windsor University (Private) California 797 Friends World College (Private) New York 125 Thomas Edison (Public) New Jersey 31 Antioch/West (Private) California 388 Union for Experimenting Colleges and Universities (Private) Ohio 443
Free-Standing Graduates	2557	407+7	280+7	1,194+ 2,136
Affiliated Institutions	Brigham Young (Private) Utah 8 University of South Florida (Public) Florida 8 Kansas State University (Public) Kansas 1 Columbia Union College (Private) Maryland 1	Bemidji State College (Public) Minnesota 6 Park College (Private) Missouri 7 Central Washington State College (Public) Washington 4 Baylor University (Private) Texas 17	New York Institute of Technology (Private) New York 3 Northwood Institute (Private) Michigan 4 Syracuse University (Private) New York 10 California State College at Bakersfield (Public) California 20	Washington International College (Private) Washington, D.C. 10 West Virginia Regents (Public) West Virginia 8 Concord College (Private) West Virginia 7 Glenville State College (Public) West Virginia 8

	General Studies	Applied Sciences	Business Administration	Individualized Studies
Affiliated Institutions	University of Oklahoma (Public) Oklahoma 5	California State University at Chico (Public) California 11	California State University at Chico (Public) California 34	Shepherd College (Private) West Virginia 2
	West Virginia Institute of Technology (Public) West Virginia 5	California State U. at Sacramento (Public) California 40	Upper Iowa University (Private) Iowa 51	West Liberty State College (Public) West Virginia 6
	California State University at Chico (Public) California 1	University of California - Irvine (Public) California 15	Golden Gate University (Private) California 553	Hofstra University (Private) New York 4
	University of the Pacific (Private) California 3	Southern Illinois University at Carbondale (Public) Illinois 132		Skidmore College (Private) New York 3
	St. Leo College (Private) Florida 3			University of Wisconsin - Green Bay (Public) New York 9
	Drake University (Private) Iowa 2			International Community College (Private) California 9
	Framingham State College (Public) Massachusetts 36			University of Northern Colorado (Public) Colorado 17
	Wayne State University (Public) Michigan 12			Aquinas College (Private) Michigan 10
	West Virginia University (Public) West Virginia 19			Fairmont State (Public) West Virginia 10
	University of Minnesota (Public) Minnesota 30			Marshall University (Public) West Virginia 12
	Winona State College (Public) Minnesota 23			Johnston College (Private) California 28
	St. Louis University (Private) Missouri 18			Stephens College (Private) Missouri 10
	Eastern Washington State College (Public) Washington 19			Bard College (Private) New York 14

	General Studies	Applied Sciences	Business Administration	Individualized Studies
Affiliated Institutions	State University at Brockport (Public) New York 55 Syracuse University (Private) New York 66 Western Illinois University (Public) Illinois 80 West Virginia State College (Public) West Virginia 74 Governors State University (Public) Illinois 100 Chicago State University (Public) Illinois 153 Eastern Illinois University (Public) Illinois 192 Northeastern Illinois University (Public) Illinois 223 University of Oklahoma (Public) Oklahoma 495			DePaul University (Private) Illinois 10 Antioch College (Private) Ohio 13 American University (Private) Washington, D.C. 16 University of Massachusetts (Public) Massachusetts 97 Elizabethtown College (Private) Pennsylvania 127 Loretto Heights College (Private) Colorado 147 University of Minnesota General College (Public) Minnesota 232 University of Minnesota U.W.M. Program (Public) Minnesota 103 Florida Interna- tional University (Public) Florida 276 University of Oklahoma (Public) Oklahoma 1
Affiliated Graduates	1,632*	232	675	1,189
Total Eligible Graduates	1,887*	639*	955*	2,383*

* Means that the institution had some additional graduates in this area, but was not yet able to specify the number.

Means this is an estimated number of graduates in this area.

It became clear as the selection process proceeded that it would not be possible to generate for the sample equal numbers of graduates by degree level and type of institution, as originally planned. Only a comparatively small number of enrollees had graduated from EDPs in affiliated institutions by our cutoff date. Furthermore, our data showed that public institutions had graduated far more enrollees than had private institutions, and we needed to increase the number of institutions participating to reduce representation from the public sector.

Ultimately, we asked 23 institutions to participate, 20 of which agreed (Exhibit 5). For all but one institution, every survey-eligible graduate identified was placed in the study sample. The exception was New York Regents External Degree Program which had graduated enough students by our cutoff date to require sampling from their lists. The final sample was about evenly divided between Associate and Bachelor's levels and consisted of 3,499 graduates.⁶ Roughly one-third (N=1,377) had obtained their degree from an affiliated institution (Exhibit 6).

Questionnaire Development and Pretesting

In the interest of comparability of information, we attempted to use in our instrument questions included in earlier similar surveys (Exhibit 7). However, very little material used in previous related research was suited for verbatim use. Most questions in the study's final instrument were developed specifically for this study.

⁵Of the Bachelor's level graduates, 284 were from an institution in a state which prohibited by law the alma mater's release of names and addresses of graduates without their prior consent. This institution, Metropolitan State University in Minnesota, was preparing to conduct a follow-up survey of their own graduates more or less simultaneously with our study. Representatives from their Office of Institutional Research graciously consented to combine their follow-up with our study and incorporated most of our questionnaire into their own. All survey-related contacts with MSU's graduates originated from that institution.

⁶Originally, the sample was smaller (N=2,982). However, very soon after the first wave of questionnaires was mailed out, we received an unexpectedly high number of returns undelivered due to bad addresses. Attempts to secure improved addresses were not successful enough to continue without supplementing the sample. Additional names were randomly drawn from the only list which had unused names and addresses (New York Regents); 517 graduates were added (290 Associate and 227 Bachelor's), raising the final sample count to 3,499.

EXHIBIT 5
INSTITUTIONS AND GRADUATES IN SURVEY

Institution	Level of External Degree Program	Number of Graduates in Final Sample for Questionnaire Mailouts	Institution Characteristics			
			Free-Standing or Affiliated	Public or Private		
Baylor University Texas	Bachelor	12	✓		✓	
California State University at Sacramento California	Bachelor	39	✓		✓	
Community College of Vermont Vermont	Associate	116	✓		✓	
Elizabethtown College Pennsylvania	Associate Bachelor	6 147	✓			✓
Empire State College New York	Associate	38	✓		✓	
Friends World College New York	Bachelor	124	✓			✓
Golden Gate University California	Associate Bachelor	102 322		✓		✓
Governors State University Illinois	Bachelor	116		✓	✓	
Metropolitan State University Minnesota	Bachelor	204	✓		✓	
New York State Regents EDP New York	Associate Bachelor	225 227	✓		✓	
Northwood Institute Michigan	Associate	17		✓		✓
Park College Missouri	Associate Bachelor	11 8		✓		✓
Pennsylvania State University Pennsylvania	Associate	93		✓	✓	
Southern Illinois University Carbondale Illinois	Bachelor	94		✓	✓	
Syracuse University New York	Bachelor	66		✓		✓
Thomas Edison New Jersey	Associate Bachelor	345 33	✓		✓	
University of Massachusetts Massachusetts	Bachelor	89		✓	✓	
University of South Carolina South Carolina	Associate	79		✓	✓	
Upper Iowa University Iowa	Bachelor	101		✓		✓
West Virginia State College West Virginia	Bachelor	53	✓		✓	
	Associate	1,762	6	14	12	8
	Bachelor	1,737				

EXHIBIT 6

SURVEY OF GRADUATES: FINAL SAMPLE FOR QUESTIONNAIRE MAILOUTS

		Area of Study					TOTAL
		General/ Liberal Studies	Applied Social Sciences	Business/ Public Admin.	Individu- alized Studies	(M.S.U.) Not Specified	
<u>Associate</u>							
-13-	Free-standing	967	88	48	351	0	1,454
	Affiliated.	55	49	119	85	0	308
Subtotal		1,022	137	167	436	0	1,762
<u>Bachelor</u>							
	Free-standing	227	0	4	153	284	668
	Affiliated.	235	173	425	236	0	1,069
Subtotal		462	173	429	389	284	1,737
<u>Subtotal</u>							
	Free-standing	1,194	88	52	504	284	2,122
	Affiliated.	290	222	544	321	0	1,377
GRAND TOTAL		1,484	310	596	825	284	3,499

EXHIBIT 7

PREVIOUS SURVEYS USED AS SOURCES

- Degree Program Sponsor: University of Pittsburgh
University External Studies Program
Pittsburgh, Pennsylvania
- Survey Information: Spring, 1976 Follow-up of Nonenrolling Former
Students and Student Background Information Form
(Conducted by UESP and related staff)
- Degree Program Sponsor: Empire State College
Saratoga Springs, New York
- Survey Information: Graduate Follow-up Questionnaire: Spring, 1974
and annually (Conducted by Office of Research
and Evaluation, Empire State College)
- Degree Program Sponsor: University of Oklahoma
College of Liberal Studies
Norman, Oklahoma
- Survey Information: Survey of Bachelor of Liberal Studies graduates
(Conducted October, 1974 and October, 1975
by program staff)
- Degree Program Sponsor: University of Northern Colorado
Center for Special and Advanced Programs
Greely, Colorado
- Survey Information: Survey of Students (graduate level)
(Conducted with assistance of A. Bisconti
and I. Gomberg, Spring, 1974)
- Degree Program Sponsor: Metropolitan State University
St. Paul, Minnesota
- Survey Information: Survey of Students, Inactive Students, and
Graduates (Conducted in Spring, 1974 in
Cooperation with Center for Research and
Development in Higher Education at the University
of California, Berkeley. For information contact
the Director of Institutional Research at MSU)

EXHIBIT 7--(continued)

Degree Program Sponsor: Community College of Vermont

Survey Information: Survey of Graduates, Fall, 1975 and June, 1976

Degree Program Sponsor: Numerous Colleges and Universities (mostly "traditional")

Survey Information: Survey of 1975 College Graduates
For information contact Associated Colleges
Research,
c/o Intran Processing Center
4555 West 77th Street
Minneapolis, Minnesota 55435

Degree Program Sponsor: Numerous Colleges and Universities hosting
University Without Walls programs

Survey Information: National survey of students enrolled in UWW
programs. Was conducted in Fall, 1974 in
cooperation with University of Minnesota UWW
Office. For information contact University
of Minnesota UWW Office or Union for Experi-
menting Colleges and Universities, Antioch
college, Yellow Springs, Ohio

Degree Program Sponsor: University of the State of New York: Regents
External Degree Program
Albany, New York

Survey Information: Survey at Nursing Program Graduates, 1975
Survey of Baccalaureate Degree Recipients, 1976
Conducted by Office of the Director of the
Regents EDP

Program Sponsor: State University of Nebraska: University of
Mid-America (not a degree-granting program)
Lincoln, Nebraska

Survey Information: 1974 Market Survey and 1974 Student Information
Questionnaire (Conducted by U. of Mid-America's
Office of Research and Evaluation)

EXHIBIT 7--(continued)

Degree Program Sponsor: Numerous Colleges and Universities

Survey Information: Survey of Recent College Graduates (class of 1974/75) (Conducted by Westat, Inc. of Rockville, Maryland for the National Center for Education Statistics (DHEW: Office of Education))

Degree Program Sponsor: Numerous Colleges and Universities

Survey Information: Carnegie Commission on Higher Education and the American Council on Education survey of students who enrolled in college in 1969. For information see M. Trow (Ed.), Teachers and Students (McGraw-Hill: New York), 1975.

Degree Program Sponsor: Open University (Britain)

Survey Information: Surveys of students (ranging 1971 through 1977) For information contact Office of the Pro-Vice-Chancellor for Student Affairs at Open University, Walton Hall, Milton Keynes, MK 7 6AA, England

Degree Program Sponsor: Montgomery Community College, Maryland

Survey Information: Survey of Employers who have Hired MCC Graduates (1974)
Survey of Employers who have Hired Career Program Graduates of MCC (1975).

The pretest of the questionnaire was designed to troubleshoot and refine the instrument, particularly with regard to problems with structure, question content, or clarity of wording. From our list of institutions which had survey-eligible graduates, we selected and contacted nine and requested their help in our pretest. From the lists of names and addresses provided, we randomly selected nine recipients at each degree level. Before each respondent was mailed a questionnaire, s/he was contacted by study staff by telephone to establish continued residence at the address we had been given and to secure consent to participate. No information was given to the potential respondent during the telephone conversation concerning the nature of our research.

When responses to the pretest were analyzed, few problems with regard to clarity or structure of questions were found. The main problem with the instrument appeared to be the length of time required to complete it accurately. Subsequently, a few questions were shortened, vague questions were rewritten, and several were removed entirely.⁷

After the pretest was concluded, respondents were recontacted by telephone for debriefing.

Graduates Contacted by Metropolitan State University.--The questionnaire sent to MSU's graduates contained the final pretested items BSSR considered most important to our survey along with questions that institution had originally intended to field.⁸

Procedures Followed During Data Collection

Mailing of Questionnaires.--To contact the 2,698 graduates initially sampled and to be contacted by BSSR, the first and second waves of questionnaires were mailed May 9 and May 27, 1977. All questionnaires were mailed with first-class postage. As a means to improve response, the second wave to these graduates contained the letter of support for our study written by the head of the external degree program from which the potential respondent had graduated.

The third wave consisted of a first-class postal card with an invitation for the recipient to telephone BSSR collect to request a copy of the questionnaire, if interested in participating in the

⁷See Appendix 1 for the Graduate Survey questionnaire.

⁸See Appendix 2 for the MSU version of the Graduate Survey questionnaire.

survey (Exhibit 8). This postal card was chosen as a substitute for a final mailing of the questionnaire itself because the study staff suspected mishandling of questionnaires by the postal service. There were assorted indications that postal offices were treating the instruments as less than first-class mail: we had a very high proportion of "bad address" returns; in several cases there had been inconsistent treatment of a respondent's name and address from wave #1 to wave #2; and quite a few questionnaires were returned undelivered to BSSR with a second-class mail handling stamp glued to the cover. It was hoped that the postal card might reach potential respondents who might have been missed because of postal service handling problems.

The supplementary sample of 517 were contacted simultaneously with the second and third mailouts to the "first" sample, but received a questionnaire during the third mailout rather than the postal card.

Respondents Contacted by Metropolitan State University.--As noted above, 284 Bachelor's level graduates were accessible to our survey only if their alma mater (MSU) contacted them. MSU sent out two waves of questionnaires--April 25 and June 16, 1977--and forwarded the returned completions to BSSR for processing along with completions received from our own mailouts.

Completion Rates

Of the original list of names to which the questionnaire was mailed (3,499) 24 percent were subsequently removed from the mailing list predominantly because of bad addresses, leaving a potential respondent population of 2,647 (Exhibit 9). The overall response rate among these presumably eligible and located respondents was 56 percent, but 51 percent and 60 percent respectively for Associate and Bachelor's graduates.⁹

Exhibit 10 shows that the postal card sent as the third wave mailout to the "first" sample apparently served at least as well as did the second wave questionnaire mailout, for the response rates were well within acceptable levels. It is our educated guess that the card served a two-fold purpose: it prompted many respondents who in fact

⁹The somewhat low completion rate prompted BSSR to conduct a telephone survey of nonrespondents to check for sources of bias in the data set. (See Section B of this report for discussion of this telephone survey.) It should also be noted that the response rate to the original BSSR survey was higher (58%); the lower final rate is due to the use of a supplementary sample for which a shorter response time was allotted and which yielded a lower response rate, as did the mailout carried out by Metropolitan State University (see Exhibit 10).

EXHIBIT 8

POSTCARD SERVING AS THRID WAVE MAILOUT
BSSR #481

June 18, 1977

Dear Graduate:

Recently, we sent you a questionnaire asking about experiences you've had since finishing your "nontraditional" college degree, but we've not yet heard from you. Both the National Institute of Education, sponsoring the study, and your alma mater, who wants the feedback about its graduates through our survey, really hope you will participate.

If you never received your questionnaire, or need another copy, please call Carol Sosdian collect at (202) 223-4300 by our deadline, June 28.

Thank you, and we hope to hear from you.

Laure M. Sharp, Study Director
Bureau of Social Science Research
Washington, D.C.

EXHIBIT 9

COMPLETION RATES FOR MAIL SURVEY OF GRADUATES

	Associate	Bachelor	All
Number of names drawn into sample	1,762	1,737	3,499
Number of names removed from sample after attempts to obtain corrected addresses. . .	602	228	830
Number of names removed from sample (deceased, duplicated cases, incorrectly included graduate level cases)	7	15	22
Adjusted Sample	1,153	1,494	2,647
Number of usable questionnaire returned by respondents	589	897	1,486
Completion rate of usable questionnaires in relation to Adjusted Sample.	51%	60%	56%

EXHIBIT 10

EXTERNAL DEGREES: GRADUATE SURVEY
FINAL REPORT OF MAILOUTS AND RETURNS

TOTAL SAMPLE		FINAL USABLE COMPLETIONS			FINAL EXCLUDABLES				
MAILOUTS		N	% OF WAVE	% R ^b	BAD ADDRS.	DECEASED	DUPLICATED CASES	INAPPROPRIATELY SAMPLED MASTER'S LEVEL CASES	TOTAL
I. ORIGINAL SAMPLE									
1st Wave.....	(May 9).... 2,698	(thru June 1)...	722	27%	(thru June 1).....	538			
2nd Wave.....	(May 27)...1,523	(thru June 22)..	293	11%	(thru June 22).....	55			
Postcard.....	(June 16)..1,055		198	19%		3			
(was also sent to 738 bad addresses.)		1,213		$\frac{1,213}{2,082} = 58\%$	Subtotal:	596	7	4	611
II. SUPPLEMENTARY SAMPLE									
1st Wave.....	(May 27).... 517	(thru June 22)...	117	23%	(thru June 22).....	186			
2nd Wave.....	(June 16).... 290		29	10%		19			
		146		$\frac{146}{300} = 49\%$	Subtotal:	205	1	6	212
III. METROPOLITAN STATE UNIVERSITY									
1st Wave.....	(April 25).... 284	(thru June 16)...	98	34%	(April 25).....	20	0	0	20
2nd Wave.....	(June 16).... 186		29	16%	(June 16).....	9	0	0	9
		127		$\frac{127}{255} = 50\%$	Subtotal:	29	0	0	29
TOTAL SAMPLE SIZE: 2,698		TOTAL USABLE COMPLETIONS: 1,213			TOTAL 596	FINAL 611			
517		146			BAD 205	TOTAL 212			
284		127			ADDRESSES: 29	EXCLUDABLES: 29			
3,499		1,486			830	852			
FINAL ADJUSTED BASE: ^a 3,499 - 852 = 2,647		ADJUSTED % R: $\frac{1,486}{2,647} = 56.3\%$							

^aFinal Adjusted Base: Total Sample Size minus Total Final Excludables
(3,499 - 852 = 2,647)

^b% R = # completions/adjusted base. Adjusted base = original (group) mailout minus final excludables (for that group).

had received the questionnaire to complete and return it, and encouraged those who had not received one to telephone BSSR and Inquire about the study.¹⁰

Data Reduction and Analysis

Instructions for editing and coding data were developed for the instrument and were used by all those involved to assure consistent treatment of the data. Although the editing and coding process was monitored for errors continually, when the process had been completed a random 10 percent check was carried out. After questionnaires were keypunched and cards were 100 percent verified, the data set was computer program for both "out of range" and "inconsistent" responses.

Data analysis was carried out through package programs designed for social science analysis (SPSS).

¹⁰While we expected a very large number of collect phone calls as a result of the postal card, we received only thirty, or about 3% of the total postal card mailout. However, as noted in Exhibit 10, we received 198 completed questionnaires attributable to the postal card mailout.

SECTION B

NONRESPONSE TELEPHONE SURVEY

Setting for the Nonresponse Survey

It is customary during the course of a survey to address at some point issues of potential bias in the data collected. However, as we have mentioned earlier,¹ certain problems arose during the survey of EDP graduates which made the nonresponse issue a particularly pressing one.

In mail surveys based on lists prepared by institutions, a high percentage of outdated or inaccurate addresses must be anticipated. First class postage is generally used to maximize forwarding, but the quality of this service by the postal authorities seems to have deteriorated.

The mail survey of graduates, which used first class self-mailer questionnaires, encountered what seemed to be a higher than customary level of problems with the postal service. For example, we found that in several cases identical mailing labels were considered undeliverable in wave 1, but reached the respondent in wave 2. Quite a few questionnaires which were returned undeliverable to BSSR by the postal service were found to have had a second-class mail-handling stamp glued to their cover. A number of graduates whom we had failed to reach via the mail survey questionnaire (for both waves, the questionnaire had been returned as "bad address, undeliverable, cannot forward") were reached when we used the same address but sent the third-wave first-class postal card. Finally, on the whole the proportion of "bad address" returns we received from the postal service seemed high. A total of 830 originally selected graduates--about 24 percent of the survey sample--had to be dropped because of "bad address," and the count might be even higher. On the basis of past experience we further suspected that a number of persons whose questionnaire was not returned as undeliverable had in fact not been delivered, or at least had not reached the designated respondent.

Given the indications that the questionnaires might not have been receiving proper handling, we felt it would be useful to try to estimate to what extent our "bad address" problems had been due to postal service error, as against and obsolete information in the files of the institutions.

¹See Section A, Methodology Survey.

Beyond assessing postal service problems, the task of addressing substantive concerns of nonresponse remained. Since this research was designed to provide exploratory and baseline data with regard to characteristics of EDP graduates and their acceptability and negotiability experiences, it was especially important to probe for kinds and levels of bias.

Finally, we wished to document the extent to which nonresponse was related to problems the nonrespondent may have experienced in attempting to complete the instrument, as against other reasons for nonresponse.

The Nonresponse (NRQ) Survey: Sample Selection

In allocating resources for the survey of nonrespondents, a decision on priorities was necessary. We could choose to increase the total survey response rate by obtaining completed interviews with the largest possible segment of the nonrespondent population, or we could explore in depth the more general nonresponse problems the survey had experienced. The former strategy would have dictated concentrating our efforts on those respondents from whom we had not heard, but whose questionnaires presumably had been delivered. In contrast, the second option called for investigation of every graduate who originally had been selected into the sample but from whom we did not receive a completed instrument, including those to whom the questionnaire was not delivered. Given the high "bad address" rate and the indications that mail questionnaires had not been treated consistently as first class mail, we chose to include "bad address" cases in the sample for the telephone follow-up to learn as much as possible about these cases. One direct outcome of this decision, of course, was that our NRQ completion rate would be lower than if we had excluded this group.

Time and resource constraints limited the maximum number of cases for the telephone survey to around 600. This figure was about one-third of the combined nonrespondent and bad address cases. Exhibit 1 shows the total pool of cases from which we could sample for the NRQ follow-up ($N=1,834$) and the sources of the actual NRQ sample ($N=631$). Exhibit 2 demonstrates that the proportion of the NRQ sample constituted by each group was the same as the proportion the group constituted in the total case pool.

In all, we random sampled 352 nonrespondent cases and 279 bad address cases for the NRQ.

EXHIBIT I

GRADUATE NONRESPONSE FOLLOW-UP OF NONRESPONDENTS^a AND BAD ADDRESSES^b: BY GRADUATE SURVEY CASE POOL AND SAMPLE ORIGIN

Origin	Case Type					
	Nonrespondents		Bad Addresses		All	
	N	(%)	N	(%)	N	(%)
POOL FROM WHICH TO SAMPLE						
Original Graduate Survey Sample	874	(85)	597	(74)	1,463	(80)
Supplementary Graduate Survey Sample	159	(15)	205	(26)	362	(20)
Metropolitan State University ^c	0	-	0	-	0	-
Total	1,033	(100)	801	(100)	1,834	(100)
CASES SAMPLED						
Original Sample	299	(85)	207	(74)	506	(80)
Supplementary Sample	53	(15)	72	(26)	125	(20)
Total	352	(100)	279	(100)	631	(100)

^aNonrespondents" were cases for which we had no information regarding success of delivery of the questionnaire nor from whom we had received any correspondence (letter, questionnaire, etc.).

^bBad Addresses" were cases for which we had received questionnaires returned by the postal service as undeliverable and not forwardable.

^cThere were 128 nonrespondents and 29 bad addresses from the MSU sample. These could not be included in the NRQ Follow-up pool, however. It is prohibited by Minnesota law for an educational institution to disclose names and addresses of graduates without their prior written consent.

EXHIBIT 2

TOTAL CASE POOL AND NRQ SAMPLE

	Pool from which to Sample		Cases Sampled	
	N	(%)	N	(%)
Nonrespondents	1,033	(56)	352	(56)
Bad Addresses	801	(44)	279	(44)
Total	1,834	(100)	631	(100)

Administration of the NRQ

The NRQ survey was carried out exclusively by telephone. The mail instrument was adapted for telephone use. This involved eliminating questions considered nonessential and recasting a few items into telephone-interview formats.² Experienced, trained interviewers were used throughout the follow-up, which took approximately three weeks to complete (August-September, 1977). Interviewers were instructed to collect maximum information concerning each case in the NRQ sample: for every case, considerable tracking information was to be recorded; each potential respondent was to be called back a minimum of four up to a maximum of six times to try to establish contact; if a contacted respondent refused the telephone interview, the interviewer was to try to ask one question before ending the call--had the mail questionnaire been received?

²See Appendix 3 for a copy of the NRQ questionnaire.

The tracking effort identified a rather low number of telephone listings. Overall, as shown in Exhibit 3, listings existed for only half of those in the NRQ sample (63% of nonrespondents, 33% of bad addresses). We may infer from these data that about one third of those we classified as nonrespondents may actually have fallen into the bad address category, and that some portion of the bad addresses presumably could have been delivered as addressed.³

EXHIBIT 3

TOTAL NRQ SAMPLE: TRACKING OUTCOME BY CASE TYPE

	Nonrespondents		Bad Address		Total Sample	
	N	(%)	N	(%)	N	(%)
Telephone listing existed	221	(63)	93	(33)	314	(50)
Telephone listing did not exist	131	(37)	186	(67)	317	(50)
Total	352	(100)	279	(100)	631	(100)

Not all respondents from whom a telephone listing existed were survey-eligible: many had unlisted (unpublished) telephone numbers. Exhibit 4 provides detailed information on this point, and shows that the NRQ population for which we had accessible listings numbered 277 (194 nonrespondents and 83 bad addresses).

³We assume that given the education and income of this population, the number of persons without telephones is negligible. Our tracking procedures included identifying telephone numbers at the respondent's address as well as those listed under a different address but for the same name. We were able to ascertain that twenty percent of the "bad address" telephones were found at the original address; the actual number may have been slightly higher (see Exhibit 4).

EXHIBIT 4

LISTED AND SURVEY-ELIGIBLE NRQ POPULATION

	Nonrespondent		Bad Address		Total	
	N	(%)	N	(%)	N	(%)
Open listing at same address as in our records	124	(56)	19	(20)	143	(46)
Open listing at address different from our records	67	(30)	63	(68)	130	(41)
Open listing, address not verified	3	(1)	1	(1)	4	(1)
Total open listings (survey-eligible)	194	(88)	83	(89)	277	(88)
Unlisted phone at same address as in our records	22	(10)	3	(3)	25	(8)
Unlisted phone at address different from our records	1	*	1	(1)	2	(1)
Unlisted phone, address not verified	4	(2)	6	(6)	10	(3)
Total unlisted	27	(12)	10	(11)	37	(12)
Total Telephone listings existing	221	(100)	93	(100)	314	(100)

*Less than one percent.

Completion Rates

A total of 150 interviews were completed. Of the NRQ survey-eligible population (N=277), 37 refused and 90 could not be reached despite a large number of call-backs during the time period allotted for the survey. Exhibit 5 shows the data separately for nonrespondents and bad addresses.

The refusal rate was higher for nonrespondents; this was in line with our expectations. Surveys of nonrespondents are expected to yield higher refusal rates than regular surveys, since they are likely to include a hard core of persons unwilling to participate.

EXHIBIT 5

NRQ SURVEY: CONTACT OUTCOME

Contact Outcome	Nonrespondents		Bad Addresses	
	N	(%)	N	(%)
Correct respondent not reached	42	(22)	48	(58)
Correct respondent reached but refused	31	(16)	6	(7)
Correct respondent reached; Interview completed	121	(62)	29	(35)
Total	194	(100)	83	(100)

Failure to reach the correct respondent was high, and is partly a function of the procedures used. In order to maximize our chances of locating and interviewing a respondent, we had accepted numerous listings during the telephone search for cases in which the individual's name was the same but the address differed from that listed in our records (67 for nonrespondents and 63 for bad address cases). By the close of interviewing, we had established contact with 30 incorrect regular nonrespondent cases and with 37 incorrect bad address cases. From the low completion rates

for bad addresses we concluded that the majority of those persons were no longer living at the designated address, thus lending support to the post office "bad address" classification. On balance, our lack of success in locating such persons through telephone tracking suggests that only about 8 percent of the cases reported to us as "bad addresses" were incorrectly classified by the postal service.

Results of the NRQ Survey

For the analysis of the NRQ survey, the interviews of the non-respondents (N=121) and bad addresses (N=29) were merged. As we have explained above, in our estimation these do not constitute two pure categories.

Given the high attrition rate for both samples due to the absence of telephone listings, we anticipated that the representativeness of the sample had been impaired. Exhibit 6 shows that with respect to degree level, the group of NRQ interviewees differed markedly from the sample that was drawn for the follow-up survey:⁴ proportionately more Bachelor's degree holders were interviewed than sampled (this same phenomenon was observed in the graduate survey). Possibly, Associate degree holders are less likely to be located for follow-up studies because of both their comparative youth and mobility. With respect to sex, the NRQ interviewees on the whole closely resembled the NRQ sample, and also resembled the graduate survey's original sample and respondents.

NRQ and Graduate Survey Respondents: How Did They Compare?

Personal and Demographic Characteristics (Exhibit 6).--Although NRQ and graduate survey respondents were not identical groups, differences with respect to personal characteristics were not extreme. The "average" respondent in both instances was about 35 or 36 years old when s/he completed the EDP degree. Marital status was about the same--about eight out of every ten were married, with those remaining about evenly divided between never married and previously married. For both groups, about one-fifth had been previously enrolled in one or more Associate level program(s) but without completing; over half had been previously enrolled

⁴It should be recalled that each sample was constructed from different source lists and for different purposes, which resulted in different distributions of graduates according to level of degree. The graduate survey sample was constructed to contain equal proportions of graduates at each degree level. The NRQ sample was constructed in part to reflect the proportions of all those nonresponding who were at each degree level, but also oversampled at the Associate level due to the large number of bad address cases who were Associate graduates. Thus, half the graduate sample were Associate recipients, compared with 64% of the NRQ sample.

EXHIBIT 6

SELECTED DEMOGRAPHIC AND PERSONAL CHARACTERISTICS OF NRQ FOLLOW UP
AND GRADUATE SURVEY RESPONDENTS
(In Percentages)

	NRQ Follow-up		Graduate Survey	
	Completed Int. (N=150)	Sample (N=631)	Completed Int. (N=1486)	Total Sample (N=3499)
Percent Associate.	53	64	40	50
Percent Bachelor.	47	36	60	50
Percent men.	77	82	71	78
Percent women.	23	18	29	22
Percent white.	82		89	
Percent nonwhite.	18		10	
Median age at completing EDP.	35		36	
Percent married.	79		80	
Percent separated/divorced/wid.	11		9	
Percent never married.	10		11	
Percent no children.	22		31	
Percent one or two children.	41		39	
Percent three or more children.	37		30	
Percent moving residence at least once since completing EDP.	43		NA	
Percent previously enrolled in Associate-level program but did not complete.	20		19	
Percent previously enrolled in Bachelor-level program but did not complete.	54		56	
Percent who previously completed any college degree.	17		27	
Median own income at time of survey ^a	\$14,500		\$15,500	
Median household income at time of survey ^a	\$19,500		\$21,600	
Percent employed while in EDP.	89		91	
Percent employed at time of survey.	87		89	
Percent employed in professional, subprofessional, or technical area while in EDP.	45		45	
Percent employed in clerical or sales, lower management while in EDP.	14		13	
Percent employed in military while in EDP.	27		23	
Percent employed in other categories.	14		19	
Percent employed in professional, subprofessional, or technical area at time of survey.	53		54	
Percent employed in clerical or sales, lower management at time of survey.	18		13	
Percent employed in military at time of survey.	9		16	
Percent employed in other categories at time of survey.	20		17	

^aRounded to the nearest \$100.

at the Bachelor level but again, without completing. For both groups, both while enrolled and at the time of the survey, about nine out of every ten worked; and finally, of those who worked, at both times about the same proportions were employed in a professional, subprofessional, or technical support capacity.

There were some differences. As previously indicated the 150 NRQ completions were about evenly divided between Associate and Bachelor graduates (53% and 47%, respectively), whereas proportionately fewer Associate graduates constituted the main study respondent group (40%). Men were slightly overrepresented in the NRQ, as compared to the graduate survey (77% in the former; 71% in the latter). There also appeared to be a difference in response according to race/ethnicity: 18 percent of those interviewed in the telephone NRQ were nonwhite, compared with 10 percent who responded to the main survey. With regard to family situation, while marital status was the same overall for both groups, NRQ respondents more frequently had a larger number of children. Ten percent fewer NRQ respondents than graduate survey respondents had completed any college degree previous to the EDP (17%, compared with 27%). Finally, while for both groups, proportions working at both reference time points were about the same, and proportions employed in professional or related occupations also corresponded, income (both personal and household) appeared slightly lower for NRQ respondents.

Goals and Expectations (Exhibit 7).--NRQ respondents rank ordered⁵ their goals or reasons for completing the external degree program the same as did respondents to the graduate survey. However, a smaller proportion of the NRQ respondents considered as "very" or "extremely" important the three top-ranking reasons. For example, for both groups the uppermost-rated goal was "to have the satisfaction or having the degree," but it was considered "very/extremely" important by 67 percent of the main survey respondents as opposed to 49 percent of the NRQ respondents. It may be worth noting that this one goal in particular was the one with regard to which the difference in ratings was most noticeable (18 percentage points difference). Personal satisfaction held a stronger position for those who responded to the graduate survey, and while concerns about further education and career pay increases or promotions were indeed high, on an item-by-item basis they clearly took second place. For NRQ respondents, these three top-ranking goals were all about equally important.

⁵Proportions of respondents indicating a particular goal was "very" or "extremely" important to them were calculated, and goals were rank ordered accordingly.

EXHIBIT 7

SELECTED GOAL AND ATTITUDINAL COMPARISONS BETWEEN NRQ FOLLOW-UP AND GRADUATE SURVEY RESPONDENTS (In Percentages)

	NRQ (N=150)	Graduate Survey (N=1486)
<u>Goals at Entering^a the EDP</u>		
To have the satisfaction of having the degree . . .	49	67
To obtain prerequisites for entry into a higher level degree program.	48	56
To improve your chances of good pay or promotion in your career.	45	55
To obtain the credential which would qualify you for the kind of jobs you really wanted.	44	46
To learn more about the subject area simply because you were interested in it	31	33
To develop a <u>new</u> career	29	31
<u>Job-Related Expectations</u>		
Percent who expected a promotion or an increase in pay or benefits as a result of the degree. . .	40	58
Percent who expected an increase in job responsi- bilities as a result of the degree.	45	55
Percent who expected an increase in job security as a result of the degree	30	48
Percent who expected to change jobs as a result of the degree	34	43
<u>Overall Evaluation</u>		
Percent rating EDP more valuable than traditional degree program.	41	38
Percent rating EDP less valuable than traditional program	8	8
<u>Most Important Benefit from the EDP</u>		
Having the degree as a "stepping stone" to go on for more education or training	38	36
Having the degree as a credential towards job opportunities you might not otherwise have had. .	25	25
The satisfaction of having the degree	16	20
Being more skilled and better at performing your work.	12	6
The enjoyment and experience of learning on your own	6	6
Other response.	3	4

^aProportion saying "very" or "extremely" important.

With regard to job-related expectations for changes which might happen as a result of completing the external degree, overall slightly lower proportions of NRQ respondents appeared to have expected changes. Nearly six out of ten of the main survey respondents (58%) reportedly expected a promotion or a pay increase, a considerably higher proportion than for the NRQ respondents--40 percent. The next most frequently expected change for the main survey respondents was an increase in job responsibilities (by 55%). This type of change was expected by 45 percent of the NRQ respondents, again, a lower figure.

Personal Evaluation of the EDP and its Benefits (Exhibit 7).--
When asked to rate in personal terms their external degree in comparison with a traditional degree, about the same proportions of both groups (41% of the NRQ respondents and 38% of the main survey respondents) said they considered it "more valuable." The same was true for proportions who considered it less valuable (8% for both groups). This lack of difference in personal rating of the worth of the degree may reduce concerns about the main survey data set which might have arisen because it might have been presumed that satisfied degree-holders would have been more likely to respond to the survey than those whose experiences were less favorable.

Furthermore, there was substantial agreement between the two groups when asked what they considered was the most important benefit of their external degree experience. Over one-third of both groups (38% of the NRQ respondents and 36% of the others) replied that the most important benefit was 'having the degree as a stepping stone to further education,' and a quarter of both groups considered the value of the degree as a 'job-opportunity credential' most important. But again, the slight tendency of the main survey respondents to rate personal satisfaction gains more highly than did NRQ respondents persisted. With regard to the item "the satisfaction of having the degree," four percentage points more of the main survey respondents considered this to have been the most important benefit (20% as compared with 16% for the NRQ). Conversely, six percentage points more of the NRQ respondents considered improved job skills and performance the most important benefit (12% as compared with 6% of the main survey respondents).

Comparison of Job Related (Negotiability) Outcomes (Exhibit 8).--
With respect to the four kinds of job related changes which might have occurred as a result of completing the degree, somewhat smaller proportions of NRQ respondents reported changes to have happened. Differences in proportions were not great, however, the largest being nine percentage points.

About half the NRQ respondents reported receiving an increase in responsibilities, and about the same proportion reported a pay increase or promotion. Over one-third (37%) reportedly changed jobs, and just under one-third (30%) reported an increase in job security.

EXHIBIT 8

SELECTED JOB- AND EDUCATION-RELATED OUTCOME COMPARISONS BETWEEN NRQ FOLLOW-UP AND GRADUATE SURVEY RESPONDENTS (In Percentages)

	NRQ (N=150)	Graduate Survey (N=1486)
<u>Job-Related Outcomes</u>		
Percent who received an increase in job responsibilities as a result of the EDP (of those employed)	50	59
Percent promoted as a result of the EDP (of those employed)	49	55
Percent changed jobs as a result of the EDP (of those employed)	37	46
Percent who received an increase in job security as a result of the EDP (of those employed)	30	36
<u>Education-Related Outcomes</u>		
Percent applied to further degree program	61	57
Percent admitted (of those applying)	93	90
Percent enrolled (of those admitted)	88	92
Percent of applicants reporting having experienced problems in applications process	11	11
<u>Selectivity of Institutions Applied^{a, b}</u>		
Percent of applications made to institutions rated low selectivity (1, 2)	6	7
Percent of applications made to institutions rated medium selectivity (3, 4, 5)	82	77
Percent of applications made to institutions rated high selectivity (6, 7)	12	16
<u>Preparation in Subject Content or Study Skills^c</u>		
Percent reporting feeling not as well prepared as "traditional" applicants	4, 4	7, 9
Percent reporting feeling better prepared than "traditional" program students	38, 39	44, 48
<u>Comparison of Performance</u>		
Percent reporting feeling performed not as well as "traditional" program students	0	1
Percent reporting feeling performed better than "traditional" program students	58	57

^aLow selectivity = Ratings 1, 2; Medium = 3, 4, 5; High = 6, 7. See Chapter V, Volume I.

^bFigures are expressed as percentages of applications made to rated institutions (N=68). Number of applications made to unrated institutions was 44, or 39 percent of all applications made.

^cIn each pair of percentages, the first pertains to subject content and the second to study skills.

Comparison of Education Related (Acceptability) Outcomes
(Exhibit 8).--In their answers to all acceptability related questions, NRQ respondents were virtually indistinguishable from main survey respondents. About three-fifths of each group applied for admission to a further degree program. Of the applicants, about nine out of every ten was admitted, and of those admitted, about nine out of every ten enrolled. About one out of every ten (11%) of both groups of applicants reported having some kinds of problems during the applications process. With respect to preparation in subject content and study skills and in terms of respondents' assessments of their performance in comparison with "traditional" program students, the groups were again very similar.

There may have been a slight tendency for NRQ applicants to have made more of their applications to institutions of mid-range selectivity than did main survey respondents (82% as compared with 77%), but the difference was not great.

Implications of the NRQ Survey

The NRQ survey was designed to provide data in three areas. First, it was to provide a better estimate of the extent of true non-response, by enabling us to distinguish more correctly between "non-respondents" (persons who received the questionnaire and chose not to return it) and persons "unreached" (those who never saw the questionnaire and therefore did not have an opportunity to make a decision about their participation in the survey). While both types of nonparticipants may bias survey returns, there is a widespread belief that those who choose not to participate ("refusers") may be a particularly serious source of bias. Second, it was to sensitize us to the kinds and directions of biases which nonresponse and nondelivery may have introduced. Finally, it was to provide some feedback from respondents about reasons for not completing the questionnaire.

Although the total number of completed interviews was small, we have been able to draw some conclusions with regard to each of the three areas.

Response Rates

As shown in Section A of this volume, the final response rate to the graduate survey was 56 percent (60% for Bachelors and 51% for Associates). The NRQ data provided two types of information which led us to reconsider the accuracy of these figures. In the first place we found that 37 percent of the nonrespondents (whose questionnaire was never returned as "undelivered" and who were therefore carried in our records as persons electing not to return their questionnaire) could

not be located either at the address we had for them or elsewhere in the same community (see Exhibit 3). If we estimate that this same proportion, 37 percent, of cases which we had classified as "true nonrespondents" (i.e., graduates electing not to complete and return the questionnaire they had in fact received) actually were "undelivered" (based on the discovery that there existed no telephone listing for these cases at any address in their community), an adjustment in our survey response rate occurs (Exhibit 9). The adjusted overall response rate is 67 percent (separate data for Associates and Bachelors are not available).

In the second place, all those contacted by telephone were asked whether they had ever received our questionnaire. As can be seen in Exhibit 10A, over one-third (34%) of all the correctly-identified respondents whom we reached--including both those whom we interviewed and those who refused--reportedly did not receive a questionnaire, and an additional 7 percent indicated that they did not remember for certain. Since this was an unexpectedly high figure, it was possible that bad address cases would account for most of the 34 percent. Exhibit 10B shows that this was not the case, however. When the proportion was broken down by type of case, it still remained that 25 percent of the regular nonrespondents we reached reported not having received a questionnaire.

Undoubtedly, some proportion of these reports are incorrect. A respondent who, for whatever reasons, felt uncomfortable about acknowledging receiving the questionnaire yet having chosen not to fill it out might have denied receipt. Lack of recall may also have played a part. However, we suspect that in a good many of these cases, the respondent had indeed never received the questionnaire. There may be several reasons for this. We have previously reported evidence of careless post office handling and forwarding and can assume that some questionnaires were treated as "junk mail" although they were clearly marked "first class."⁶ It is also of course possible that other family members threw out the questionnaire before the designated respondent had the opportunity to see it. While we cannot translate these data into numerical estimates, the adjusted overall response rate shown in Exhibit 9 (67%) may represent a low estimate. If the full extent of nondelivery were known, we feel the response rate would probably be increased by several percentage points.

⁶We feel that our experience in this survey calls into question the continued serviceability of the first class "self-mailer" questionnaire which BSSR customarily uses in mail surveys. It may well be that the deterioration of the service provided by the post office results in unacceptable nondelivery rates of materials in this format.

EXHIBIT 9

ADJUSTED RESPONSE RATE BASED UPON NRQ DATA

Number in Original Sample	3,499
Removed on the basis of postal service information (returned as undelivered "bad addresses")	830
Removed for other reasons (deceased, duplicate, etc.)	22
Adjusted Sample: Number Classified as Survey-Eligible.	2,647
Returned Completions.	1,486
Number Classified as Survey-Eligible "True" Nonrespondents	1,161
NRQ Data: 37 Percent "True" Nonrespondents Not Locatable in community (no telephone listing existed)	
Number Removed from Survey-Eligible "True" Nonrespondent Classifi- cation.	430
Final Adjusted Sample (2,647 - 430)	2,217
Final Adjusted Response Rate.	67%

EXHIBIT 10A

REPORT OF RECEIPT OF QUESTIONNAIRE BY OUTCOME OF CASE
(In Percentages)

Received Questionnaire	Outcome of Case		
	Correct Respondent Reached But Refused Interview	Correct Respondent Reached and was Interviewed	All Correct Respondents Reached
Yes	94	55	59
No.	0	38	34
Don't remember.	6	7	7
Total %	100	100	100
(N)	(17)	(150)	(167)
(B)	(37) ^a	(150)	(187)

EXHIBIT 10B

REPORT OF RECEIPT OF QUESTIONNAIRE BY OUTCOME OF CASE AND BY TYPE OF CASE
(In Percentages)

Received Questionnaire	Outcome of Case					
	Correct Respondent Reached But Refused Interview		Correct Respondent Reached and was Interviewed		All Correct Respondents Reached	
	Bad Addr.	NR	Bad Addr.	NR	Bad Addr.	NR
Yes	-	84	10	66	10	70
No.	-	0	79	28	79	25
Don't remember.	-	6	10	6	10	5
Total %	-	100	99 ^b	100	99 ^b	100
(N)	(0)	(17)	(29)	(121)	(29)	(138)
(B)	(6)	(31)	(29)	(121)	(35)	(152)

^aThere were 20 cases in which the interview was broken off before the interviewer could ask the question.

^bDoes not total to 100 percent due to rounding.

How Much Bias?

The question of nonrespondent bias becomes of course less worrisome as the response rate increases. Given the estimated true response rate to the graduate survey of 67 percent (and perhaps higher than that), we expect that distortion introduced by nonresponse bias was less severe than we had assumed prior to the NRQ survey. Still, it was appropriate to consider the extent to which the nonresponding minority may have differed from the responding majority.

There appear to have been four areas in which the graduate survey data were affected by nonresponse, but in our opinion, the biases were not relevant to the substantive conclusions of the study. First, women as a group may have overresponded. However, since much of the data set was analyzed by sex, overrepresentation of women should not have affected key conclusions. Second, nonwhites as a group may have underresponded, but if we introduced a correction into the data, the racial/ethnic distribution of degree-holders would not have been substantially altered (the corrected overall proportion of nonwhite graduates could be estimated at 14%). Third, as a group those who returned the questionnaire may have had a slightly higher socioeconomic status than might actually be the case for the population of EDP graduates, but the amount of reduction suggested by the NRQ survey was not enough to alter their placement meaningfully. In sum, although there were some differences between respondents and nonrespondents, the differences were largely demographic or descriptive. Acceptability and negotiability experiences did not appear to be different.

Reasons for Nonresponse

Once the hurdle of delivering a questionnaire to a respondent has been overcome, a mail survey's response rate is a function of the respondent's choice of whether or not to complete and return it. Exhibit 11 shows that we learned from the NRQ about this decision-making process.

When asked what was the one most important reason they decided not to fill out the questionnaire, nearly one-quarter (23%) of those whom we interviewed replied that they indeed had filled it out; and about half of these (56%) said that they had mailed the completed instrument back to us. Again, these data are not "verifiable," but they contribute further to doubts about the reliability of the mail service and to questions about serviceability of the self-mailer questionnaire.

Those who indicated that they had not filled out the questionnaire most commonly gave the reason that they had "never got around to it," mentioned by 28 percent; 10 percent volunteered as an explanation for their nonparticipation that the instrument had arrived at a

EXHIBIT 11

WHY NO RESPONSE?^a

Question 1: "Can you tell me the most important reason you decided not to fill (the questionnaire) out?"			
Coded Response	% of Subtotal	% of Total	(N)
Said did complete the questionnaire and did mail it	56	13	(10)
Said did complete the questionnaire but forgot to mail it	44	10	(8)
Subtotal	100	23	(18)
Never got around to it	28	21	(17)
Too busy	23	18	(14)
Forgot it or lost it	18	14	(11)
Questionnaire came at a "bad time" in their personal schedule	10	8	(6)
Thought they had received it "by mistake"; thought it did not apply to them	8	6	(5)
Questionnaire seemed "too long"	2	1	(1)
Other reasons	11	9	(7)
Subtotal	100		(61)
Total		100	(79)

Question 2: "Did the questionnaire look as though it would take too long to fill out?"			Question 3: "Did it seem too complicated?"		
Response	%	(N)	Response	%	(N)
Yes	37	(25)	Yes	12	(8)
No	57	(39)	No	81	(55)
Don't know	6	(4)	Don't know	7	(5)
Total	100	(68)	Total	100	(68)

Question 4: "How could we have changed the questionnaire to have made it something you really wanted to fill out?" (One response per person)

Coded Response	%	(N)
Questions too specific; use more open-ended questions to permit personalized answers.	30	(8)
Shorten it	26	(7)
Don't change anything; questionnaire acceptable as it is	19	(5)
Use a telephone survey instead (dislike mail questionnaires)	7	(2)
Give a longer period of time to respond	3	(1)
Specify an (immediate) response deadline (e.g., "URGENT! Fill out now")	3	(1)
Explain more what the survey is for	3	(1)
Include a dollar bill	3	(1)
Make questions more specific	3	(1)
Total	97 ^b	(27)

^aQuestions asked of respondents who reported earlier in the interview having received the questionnaire (BASE = 83).

^bDoes not total to 100% due to rounding.

"bad time" in their personal schedule⁷--a reason we feel is qualitatively different from volunteered expressions of disinterest or hostility to surveys.

We attempted to gauge the degree to which the nonresponse problem might have been due to the appearance of the questionnaire. When we asked NRQ respondents if the instrument looked as though it would take too long to fill out, about one-third (37%) said "yes." However, few indicated it seemed too complicated: only 12 percent replied "yes" when asked this follow-up question.

Finally, we asked NRQ respondents to advise us. We queried "how could we have changed the questionnaire to have made it something you really wanted to fill out?" Although only 27 of the 83 had advice for us, their suggestions did cluster to some degree. Most frequently mentioned was that we should have used more open-ended questions to permit personalized answers. Also frequently mentioned was "shorten it." Two advised us to use a telephone survey instead.

In sum, the reasons we found for lack of response to the graduate survey were quite similar to those found in earlier studies of non-respondents. Assuming that the potential respondent receives the questionnaire, apparently respondents do not choose not to participate due to hostility towards surveys or to concerns about privacy invasion--which have been claimed in recent years as the main source of lower response rates. Our data suggested that when potential respondents do not participate, it is because of lack of time or interest.

Simultaneously, our data suggested that the impact of unpredictable and unmeasurable quality of the postal service upon survey response rates has been underestimated, and that special attention must be paid to this factor as a practical problem if surveys are to be executed successfully.

⁷These were situations such as the respondent was in summer school and taking exams, or was preparing to leave for summer vacation when the instrument arrived, and so on.

SECTION C

THE EMPLOYER SURVEY: METHODOLOGY

As explained in Chapter VI of the survey report, the ideal method of validating and supplementing respondents' self-reports about the value of the external degree in the world of work would have been to document the actual employment experiences of external degree holders through a survey of their employers. Such a survey could not be conducted, given time and funding constraints, since it would have required extensive planning efforts and steps to insure that informed consent and privacy requirements would be met. Instead, we chose to seek only some very general information from likely employers of EDP graduates regarding their general hiring and promotion policies and practices. Through this effort we hoped to obtain at least some broad indicators about their attitudes concerning external degrees.

The design of this supplementary survey by necessity was to be small-scale and efficient. Additionally, it had to address the problem of differing levels of familiarity with the external degree concept among employers we would survey. The decision was reached to investigate employers' hiring and promotion policies and practices by selecting a limited number of employers through dimensional sampling, obtaining ratings in a Q-sort format (explained below) from respondents on a set of 33 policy-oriented statements or "items" via mail survey, and factor analyzing item ratings to search for trends in hiring and promoting. This general design had been used successfully in previous research,¹ and, all things considered, appeared to offer the best solution to our needs.

The Sampling Frame and Selection of Responding Employers

The Sampling Frame.--The first step in the dimensional sampling procedure was to specify the universe to which we wished to generalize.²

¹George D. Eastman and James A. McCain, "Police Managers and their Perceptions of Higher Education," Journal of Criminal Justice, Vol. 1, 1973, 113-124.

²David O. Arnold, "Dimensional Sampling: An Approach for Studying a Small Number of Cases," The American Sociologist, Vol. 5, May 1970, 147-150.

For this research, our universe was employing organizations in the fields where we found large numbers of EDP graduates and where an assumption could be made that the EDP concept could be handled by the respondent if a definition were to be supplied. We then selected three dimensions along which we anticipated finding organizational differences regarding hiring or promotion policies or practices. These were sector (public vs. private), type of employer activity (health; education; criminal justice, law enforcement, security; and general nonmanufacturing such as banks and utilities), and size of organization (as indicated by four categories of number of employees) (Exhibit 1).

As noted above, the four specific types of employer activity were chosen to reflect the fields in which external degree programs had been found during our inventory of external degree programs to be most frequently offered. Manufacturing was omitted as a category because it was not possible to match in the sampling design public manufacturers in this country to private ones. Sector (public vs. private) was seen as a key dimension for the planned analysis because of more bureaucratized regulations regarding hiring and promotions characteristic of the public sector.

The resultant frame yielded a 2 x 4 x 4 matrix with 32 cells. Although the originator of this sampling method stated that one case per cell was adequate, given our concerns about respondent bias, we chose to expand the cell count to three and thus sought a total of 96 employers.³

Directories of associations were used in identifying potential respondents. Despite our search efforts, three slots of the matrix were never filled, leaving us with a final original sample of 93 employers. As a result of the first mailout, twenty-one of these refused to participate or otherwise excluded themselves from the survey, and were replaced accordingly.

Item Development and Administration of the Survey

Item Development.--As no previous surveys of employers tapped the specifics in which we were interested, it was necessary for us to develop hiring and promotion policy statements (referred to herein as "items") which our respondents could rate on a continuum of "congruency" or agreement with their own organizational policies. To begin this item development, we conducted informal in-depth interviews with ten

³We further attempted to minimize possible respondent bias due to personal variables by stressing in the questionnaire instructions that each respondent was to answer as the spokesperson for the employing organization, and not on his or her own behalf.

EXHIBIT I

DIMENSIONAL SAMPLING FRAME

A. Sector:	Public	Private		
B. Size of Organization: (number of employees)	1-99	100-499	500-2499	2500+
C. Type of Employer Activity:	Health	Education	Criminal Justice/ Law Enforcement/ Security	Other Non-Mfg. (e.g., Banks, Utilities)

employers (interviewees were personnel officers responsible for recruitment and hiring; see Exhibit 2). Each was asked several open-ended questions designed to probe for as many hiring or promotion criteria used by that organization as possible. Responses were content analyzed, and the results constituted the basis for writing the final thirty-three items (Exhibit 3).

Administration of the Survey.--Each employer was mailed an envelope containing a brief explanation of the study, a set of IBM cards on which the thirty-three items had been typed, and a set of detailed instructions for completing the task.⁴ The Q-sort procedure was as follows: the respondent was to rank the items into 11 levels of "congruency" or agreement with their organization's policies. The "levels" ranged from +5 ("most congruent with the organization's hiring or promotion policies and practices") through 0 (neutral) to -5 ("least congruent"). When the task was completed, each of the 11 scoring levels would contain exactly three items.⁵

As noted above, towards establishing baseline familiarity with the concept of external degrees, the study's definition of external degrees (developed during the first phase of the study) was included in the instructions.

At the time we stopped accepting returns, we had received 81 completions, yielding a response rate of 87 percent. No cell was left empty; most had two completions, and some had three.

Analysis

Although factor analysis was to be the main analytic tool for this data set, as work progressed it became evident that application of additional techniques would allow us to maximize information it could yield. The analysis is described in brief in step-by-step fashion, below.

Step 1: Inspection of the Data with Stem and Leaf Diagrams.--These diagrams (see Exhibit 4) provided a quick visual indication as to whether responses to any of the 33 items differed according to the three selection dimensions--sector, type of employer activity, and organization size. No discernible patterns appeared during this step.

⁴See Appendix 4.

⁵Instructions were given in accordance with the scheme developed by Kerlinger, in "Q Methodology in Behavioral Research," in S.R. Brown and D.J. Brenner, Eds., Science, Psychology, and Communication, Teachers College Press, New York, New York, 1972, pp. 23-38.

EXHIBIT 2

CHARACTERISTICS OF EMPLOYING ORGANIZATIONS INTERVIEWED DURING ITEM DEVELOPMENT

Private Sector

Type of Organization:	Bank
Number of Employees:	835
Type of Organization:	Life Insurance Company
Number of Employees:	403
Type of Organization:	Professional Association
Number of Employees:	90
Type of Organization:	Security
Number of Employees:	40
Type of Organization:	Hospital
Number of Employees:	1500
Type of Organization:	Hospital
Number of Employees:	300
Type of Organization:	Publisher
Number of Employees:	400

Public Sector

Type of Organization:	School System
Number of Employees:	1456
Type of Organization:	Criminal Justice/Security
Number of Employees:	27
Type of Organization:	Federal Agency
Number of Employees:	800

EXHIBIT 3

ITEMS CONSTITUTING THE Q-SORT SURVEY

1. We tend to hire college students for temporary jobs or internships with the intention of hiring many of them later on a regular basis.
2. In reviewing an application, we consider college experience, in general, more important than the actual course work. A college graduate generally has a broader perspective and better judgment than someone without as much education.
3. Education makes a person more versatile, better able to accept challenges, and more willing to accept responsibility. For this reason we encourage our employees to get all the education they can.
4. Persons with four year college degrees are given promotions earlier than those without degrees because our organization feels that they are specially prepared to assume responsibility.
5. With few exceptions, the completion of four years of college or university is a minimum requirement for positions in administration and management.
6. All professional and managerial positions have written job descriptions which specify the qualifications which a potential employee should have. We are only able to hire candidates who meet the minimum educational standards outlined in the job description.
7. Only those applicants who have satisfied the educational qualifications and are among the top students in their class are considered for employment.
8. In hiring decisions, we use college grades as indicators of a prospective employee's potential to handle a job.

9. For young applicants with no experience, we tend to look at courses, grades or degree(s) obtained. For more mature persons with experience, it is primarily their work history which interests us.
10. We are more likely to consider good experience and excellent references in the selection of personnel than whether or not the applicant has attended college or taken college level courses.
11. We tend to give more weight to recommendations from former employers of prospective employees than to those from their former professor or placement officers.
12. Applicants may substitute work experience for academic credentials to satisfy the minimum education standards outlined in the job description.
13. One of the most important considerations in evaluating prospective employees is whether or not the applicant has the personality to deal with the public. Appearance and manner are important considerations in filling jobs involving public contact.
14. We look primarily for a mature approach combined with a real interest in the job.
15. Academic requirements are extremely flexible in our organization. Our judgments in hiring professional, technical, administrative personnel would be based primarily on other qualifications of the applicant.
16. The persons doing our hiring are very free to use their own judgment in selecting and rejecting among prospective employees. They are not bound by having to recruit candidates with specific educational or skill qualifications.
17. An external-degree granted by an accredited institution is accepted on the same basis as a traditional degree when evaluating a prospective applicant's educational background.

18. We have a pay scale which automatically gives a higher salary to persons with a higher degree.
19. The reputation of the program or the specific courses taken are more important to us in making an evaluation of an applicant than the reputation of the institution he/she attended.
20. Our organization has a general policy of contributing to and/or paying tuition and fees for our employees to help them obtain further education, particularly if they take courses which are relevant to their work.
21. In evaluating applicants we find that knowledge in a specific field or evidence of specific ability, such as the ability to write well, is more important than formal education. Often we ask an applicant to submit samples of actual work or copies of reports he/she has written for our consideration.
22. Most promotions require additional levels of education. In order to satisfy the educational requirement, an employee should get additional education either from a traditional-degree or from external-degree programs. Obtaining the necessary number of credits is important; not whether or not they came from a traditional program.
23. When matching a prospective employee to a job we find that information gained from formal classroom instruction frequently has little relevance to what is expected on the job. Prospective employees who have been able to combine academic credentials with on-the-job training or work experience can probably best be placed in positions which meet our needs.
24. In our organization we feel that obtaining an external degree would be more useful to an employee to qualify him/her for a promotion within the organization than it would be as a qualification for an initial hire.
25. We tend to hire graduates from colleges and universities whose reputations are strong.

26. Our organization prefers not to have applicants from external-degree programs. We feel that external-degree programs are too informal and tend to destroy the credibility of a college degree.
27. If we had to choose between two candidates who had external degrees we would probably hire a graduate from a school which offers both regular and external degree programs rather than one from a school offering external degrees only.
28. We have found that it is more difficult to evaluate a candidate from an external degree program. Evaluation of these candidates requires longer interviews or more extensive checking through calls or letters; unless the candidate appears to be outstanding, we may not bother.
29. Our organization has found that persons who have college degrees tend to expect more rapid job advancement and higher salaries than those who do not have the degree. We prefer to fill positions with candidates who have experience and skills rather than degrees.
30. Our organization does not put much emphasis upon college degrees. There would be no advantage for a prospective employee to convert job experience into college credits in an external degree program in order to be considered for employment here.
31. We usually fill administrative and supervisory vacancies from within the organization rather than bringing in new people from outside.
32. Much of our hiring is circumscribed by specifications set forth by the government or unions as a result we do not feel that we always are free to hire the person we want most for the job.
33. We are often not as interested in the educational qualifications per se, of a prospective employee as in the fact that he/she must have licenses or certification to perform the work required.

EXHIBIT 4

EXAMPLE OF STEM AND LEAF DIAGRAM (RATINGS ON ITEM #8 BY TYPE OF ORGANIZATION)

Type of Organization: "1" = Health
 "2" = Education
 "3" = Criminal Justice/
 Security
 "4" = Other

(N) Responses Per Rating	Item 8: Range of Ratings on 11 Point Scale:	Response According to Type of Organization
(4)	11	1,2,3,4
(10)	10	2,2,2,2,3,3,4,4,4,4
(10)	9	1,1,1,2,2,3,3,4,4,4
(8)	8	1,1,2,2,2,3,4,4
(13)	7	1,2,2,2,2,3,3,3,4,4,4,4,4
(5)	6	1,1,3,3,4
(9)	5	1,2,2,2,3,3,3,4,4
(4)	4	1,2,3,4
(7)	3	1,1,2,3,3,3,4
(4)	2	1,1,2,4
(4)	1	2,3,4,4

Total Ratings = 78

Three respondents did not rate the item.

Step 2: Generation of Mean Score and Standard Deviation for Each Item.--We generated this information for each category within the three dimensions, expecting to test for response differences among the dimension sub-groups. As it turned out, however, there was no real "clustering" of responses by sub-groups, and significance testing was inappropriate (visual inspection of the information revealed no striking response patterns).

Step 3: Generation of Pearson Correlation Coefficients.--At this point, it seemed appropriate to shift our attention from the sampling dimensions--which thus far seemed to be identifying no response patterns--to the behavior of the items themselves. Pearson coefficients provided a good beginning.

The correlation matrix was a surprise, as even moderate relationships among the items were few. Of the 528 generated, only 22 were .40 or above; the maximum was .57.⁶ In effect, items seemed to be operating independently of one another--an advance notice that the factor analysis originally planned might not yield the condensed picture of employer practices which we had anticipated.

Step 4: Principal Component Factor Analysis.--As foreshadowed in the preceding step, the factor analysis revealed no unexpected or complex determinants of employer hiring or promotion practices. The five strongest factors cumulatively accounted for just over two-fifths (45%) of the variation in employers' responses. The constitution of the factors signalled again that the Q-sort items had been responded to by employers at face value,⁷ and further supported the inference that the moderate amount of variation appearing among employer hiring and promotion practices/policies was not due to any underlying sub-structures.

Step 5: Check for Unidimensionality of Items and Responses.--It seemed clear after Step 4 that items had been responded to at face value and in terms of how congruent the content of the item was with the organization's policies or practices. To verify this--which would permit us to state simply that certain individual items well characterized employers, whereas others did not--we examined the data for unidimensionality. For our data, the "one" dimension of concern was

⁶See Appendix 4 for the correlation matrix.

⁷Only three items constituted the two strongest factors; only two items constituted the next two of the five strongest; and only one item constituted the last of the five.

"congruence" or agreement with organizational policy. The Rasch latent trait model⁸ would yield a one-number summary (or "scale value") of each item's overall fit with hiring and promotion practices of our responding employers.⁹

The results of these calculations indicated that "congruence" was indeed the one and only point of reference respondents had used in completing the subsurvey (Exhibit 5).¹⁰ This meant that employers indeed could be described or characterized in terms of the way they had answered specific items.

Step 6: Final Search for Effects along Sampling Dimensions.--

At this last stage, we generated Pearson correlations of employer scores with final item scale values, and sectioned the correlations into three groups (high, or +.65 to +.76; medium, or +.25 to +.64; and low, or -.19 to +.24). We then examined the sampling dimension characteristics of each of the three groups for differentiations, but no trends appeared.

Step 7: Check for Region Effects.--To see whether geographic region might have been operating in some fashion to influence employer responses, we mapped the high/medium/low correlations used in Step #6 by state. While at first glance it seemed that employers from the midwest and northeastern regions might more often be scoring high, when their respective proportions in the responding sample were taken into account, the appearance of a region effect dropped out.

⁸Benjamin D. Wright, "Solving Measurement Problems with the Rasch Model," Journal of Educational Measurement, Vol. 14, No. 2, Summer, 1977, pp. 97-116.

⁹One advantage of using this model is that response tendencies of both the respondents collectively (who might for whatever reasons have been answering consistently in extremes) and each item (certain items might have tended to evoke polarized responses regardless of the "true" positions of respondents) are corrected for in generating the scale value for each item.

¹⁰The first application of the model suggested that respondents had been answering (or rating) the items in their own, five-point "intuitive" scale, and not in terms of the eleven-point scale requested in the enclosed survey instructions. We therefore collapsed the raw data into five categories and repeated the calculations, at which point the unidimensional model fit well but not perfectly (root mean square = .002, where perfect fit was equal to .000). Therefore, we divided employers into two groups--those whose responses fit the unidimensional model, and those whose responses fit more poorly--and recalculated item scale values. The root mean square at this point was .000.

EXHIBIT 5

EMPLOYER SURVEY: SELECTED GROUP^a ITEM SCALE VALUES, STANDARD ERRORS
AND RESPONSE FREQUENCIES PER SCORE

Item Number	Scale Value	Standard Error	Response Frequencies for Score of:				
			1	2	3	4	5
9	+1.052	0.120	28	26	7	2	0
13	+1.038	0.119	32	19	9	2	1
14	+0.982	0.118	28	21	12	2	0
11	+0.806	0.116	27	20	6	8	2
3	+0.740	0.115	21	20	18	3	1
20	+0.687	0.115	26	13	15	6	3
23	+0.661	0.115	20	20	15	7	1
31	+0.609	0.114	24	12	15	10	2
12 ^b	+0.545	0.114	20	13	18	8	3
10	+0.506	0.114	20	15	18	4	6
2	+0.249	0.114	7	20	23	9	4
19	+0.210	0.114	8	19	20	12	4
5	+0.158	0.115	19	7	16	7	14
16 ^b	+0.105	0.115	15	8	16	13	10
6	+0.079	0.115	19	6	13	12	13
17 ^c	+0.052	0.116	3	15	25	12	6
15	+0.026	0.116	10	14	18	10	11
21 ^c	-0.069	0.117	5	11	21	14	10
24	-0.124	0.118	5	11	23	17	7
25	-0.124	0.118	7	9	25	10	12
1 ^b	-0.138	0.118	5	8	26	13	10
27	-0.194	0.119	0	15	24	18	6
8	-0.236	0.120	4	9	25	14	11
33	-0.338	0.122	7	10	14	16	16
29	-0.444	0.124	2	9	21	18	13
32 ^b	-0.444	0.124	12	3	12	9	26
28	-0.621	0.130	0	4	22	27	10
22	-0.672	0.131	0	8	15	26	14
4	-0.725	0.133	2	6	19	12	24
26	-0.834	0.137	0	6	18	17	22
18	-1.011	0.144	5	4	10	9	35
30 ^b	-1.032	0.145	1	5	13	11	32
7	-1.499	0.171	0	2	10	15	36

^aN=63 (15 employers with worst-fitting scores to model were deleted). Root mean square = 0.000.

^bN=62.

^cN=61.

SECTION D

METHODOLOGY: SURVEY OF GRADUATES FROM FLORIDA INTERNATIONAL UNIVERSITY'S EXTERNAL AND TRADITIONAL BACHELOR DEGREE PROGRAMS

As noted in Chapter VII of the text of this report, BSSR was granted access to a data set developed by researchers at Florida International University's External Degree Program Department. Through secondary analysis of these materials, we hoped to gain insight concerning comparative acceptability and negotiability experiences of graduates from different programs hosted by one university.

The information presented in this section has been condensed from materials the FIU researchers shared with BSSR. Readers interested in additional details may wish to contact directly the primary researcher, Ms. Beshiri, at the address listed below, or other personnel with the University's External Degree Program Department.

Overview of the FIU Survey

The FIU survey was developed and conducted in accordance with several purposes: to update the EDP departmental records, to document graduates' post-degree activities, to obtain certain general information concerning graduates' attitudes towards the external degree program, and to make an estimate regarding comparative post-degree experiences of graduates from the traditional vs. external program offered by FIU. The study results were to be incorporated into the EDP Department's Four-Year Report.

Populations, Sampling and Completions.--The EDP graduate population was considered to be all graduates from the program since its inception (1972) until the time of the study (June, 1976). All graduates were drawn into the sample (N=371).

The traditional population was considered to be graduates from FIU's non-external degree programs. Sampling was done in two stages. First, faculty advisors who worked with both EDP and traditional program students were requested to nominate advisees who had graduated from any of the traditional (i.e., non-external) programs. Nominations were accepted until the count reached approximately 10 percent of the number in the EDP population/sample (N=36). Shortly thereafter, it was decided

to supplement these nominations with a random sample of two percent of all FIU graduates (sampling was done by computer). These additional sampled graduates (N=165) combined with those previously nominated to yield a traditional sample size of 201.

Completions were as follows: EDP sample, 218/371, or 59 percent; traditional sample, 88/201, or 43 percent.

Administration of the Survey

Data were gathered through telephone interviewing. Interviews were conducted with the EDP graduates and the nominated traditional graduates summer, 1976, and during winter, 1976-1977 with the random sampled traditional graduates. The same instrument was used throughout.

Calls were made seven days per week, and standard telephone survey procedures were followed to maximize reaching respondents. Out-of-town and out-of-state respondents were retained in the sample and were tracked the same as local respondents.

For further information regarding the FIU survey contact:

Ms. Patricia Beshiri
c/o External Degree Program
Florida International University
Tamiami Trail
Miami, Florida 33144
(305) 552-2376

APPENDIX I

SELF MAILER QUESTIONNAIRE FOR THE
SURVEY OF GRADUATES

EDP SURVEY OF COLLEGE GRADUATES
Bureau of Social Science Research, Inc.
1990 M Street, N.W. Suite 700
Washington, D.C. 20036

FIRST CLASS
Permit No. 33451
WASHINGTON, D.C.

TO:

This is to certify that the mailing address as shown or corrected above is accurate, and that as a participant in this study I would like to receive a copy of the results.

FIRST CLASS MAIL

PLEASE RETURN THIS POST CARD SECTION.

66

-62-

NO ENVELOPE OR POSTAGE STAMP
NECESSARY FOR RETURNING THIS
QUESTIONNAIRE.

1. Moisten gummed edge of back of
cover flap and seal to edge of front
cover.
2. Business reply panel will now be
visible, and questionnaire may be
mailed flat.

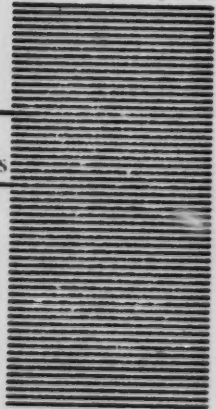
BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

Postage will be paid by:

EDP SURVEY OF COLLEGE GRADUATES
Bureau of Social Science Research, Inc.
1990 M Street, N.W. Suite 700
Washington, D.C. 20036

FIRST CLASS
Permit No. 33451
WASHINGTON, D.C.



EDP SURVEY OF COLLEGE GRADUATES
Bureau of Social Science Research, Inc.
1950 M Street, N.W. Suite 700
Washington, D.C. 20036

OMB No. 051-S-77007
Expiration Date Sept. 30, 1977

Dear Graduate:

Many men and women have earned a college degree from "nontraditional" or "external" degree programs, which usually have only minimal campus-based, classroom-course requirements. The U.S. National Institute of Education has asked us, the Bureau of Social Science Research, to find out how having this kind of "externally-earned" degree has affected graduates' lives—whether it has changed their job experiences or their plans to go on for further education.

When we contacted your school and asked about graduates from their "nontraditional" or "external" degree program, they offered to cooperate with our study, and listed you as one of their graduates whom we might wish to contact. You are one of a limited number of people able to provide potential future students, the directors of the program you completed, or state legislators with information about what happens to graduates after they obtain a "nontraditional" degree.

While answering our questions is voluntary, we hope you will agree to participate in our study. This form should not take more than half-an-hour to complete, as many questions may not apply to your own experiences. **ALL YOUR ANSWERS WILL BE HELD IN STRICTEST CONFIDENCE.** Your name will NOT be connected with the study in any way. When we receive your completed questionnaire, in accordance with Federal regulations, your name will be PERMANENTLY removed from your answers.

If you would like to know what this study finds out about the experiences of graduates like yourself, please fill in your name and correct mailing address on the postage paid reply card in the cover, and drop it in the mail. You will receive a copy of the results of the study around August, 1977.

To return your completed questionnaire, simply re-fold and seal it, and drop it in the mail. If you have any questions or comments, please note them at the end of the form, or call me or Carol Sosdian at (202) 223-4300. We gratefully appreciate your time and help.

Sincerely,

Laure M. Sharp

Laure M. Sharp
Study Director

WHAT WE WILL COVER IN THIS QUESTIONNAIRE

PART I. COMPLETING YOUR DEGREE:	
SOME BACKGROUND	p. 3
PART II. YOUR PREVIOUS EMPLOYMENT	p. 8
PART III. YOUR PRESENT EMPLOYMENT	p. 9
PART IV. LEARNING EXPERIENCES SINCE	
YOU FINISHED THE DEGREE	p. 11
PART V. GENERAL INFORMATION	
ABOUT YOU	p. 13

7. Did any of the following factors play a part in your decision to choose THIS PARTICULAR program? (CHECK AS MANY AS APPLY.)

- a. The good reputation of the program ☐ 1 34/0
- b. Comparatively lower cost (tuition, etc.) of the program ☐ 1 35/0
- c. It was recommended by a counselor/advisor ... ☐ 1 36/0
- d. Had friends enrolled in this kind of program ☐ 1 37/0
- e. It sounded new and interesting ☐ 1 38/0
- f. None of the above ☐ 1 39/0

8. How did you finance this "nontraditional" degree? (CHECK AS MANY AS APPLY.)

- a. Current earnings ☐ 1 40/0
- b. Other PERSONAL resources (savings; personal loan from bank; income from members of your household, etc.) ☐ 1 41/0
- c. GI Bill ☐ 1 42/0
- d. Money (scholarship, grant, loan) other than GI Bill from FEDERAL government ☐ 1 43/0
- e. Money (scholarship, grant, loan) from your STATE government ☐ 1 44/0
- f. Money (scholarship, loan, etc.) from the SCHOOL, COLLEGE, OR UNIVERSITY sponsoring this "nontraditional" degree program ☐ 1 45/0
- g. Money from relatives or friends ☐ 1 46/0
- h. Other source (SPECIFY): _____ ☐ 1 47/0

9. How important to YOU were the following goals at the time you decided to obtain this degree? (CHECK ONE BOX FOR EACH GOAL.)

GOALS	NOT IMP.	SOME WHAT IMP.	IMPOR. TANT	VERY IMP.	EXTREMELY IMP.	
a. To improve my chances of good pay and/or promotion in my career	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	43/0
b. To obtain the credential which would make me eligible to receive the right pay for the work I already was (am) doing ...	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	49/0
c. To develop a NEW career	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	80/0
d. To qualify for a professional license	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	51/0
e. To improve my job skills and my ability to perform my work	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	82/0
f. To obtain the credential which would qualify me for the kind of jobs I really wanted	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	53/0
g. To learn more about the subject area simply because I was interested in it.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	94/0
h. To feel the enjoyment and have the experience of learning on my own	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	86/0
i. To have the satisfaction of having the degree	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	96/0
j. To obtain prerequisites for entry into a higher level degree program (e.g., Bachelors, Masters, etc.)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	97/0

10. Which, if any, of the following goals were
REACHED by obtaining this degree? (CHECK ONE
BOX FOR EACH GOAL)

GOALS	NOT REACHED	REACHED	UNDECIDED	(NOT A GOAL)	
a. To improve my chances of good pay and/or promotion in my career	☐ 0	☐ 1	☐ 2	☐ 3	00/4
b. To obtain the credential which would make me eligible to receive the right pay for the work I already was (am) doing	☐ 0	☐ 1	☐ 2	☐ 3	00/4
c. To develop a NEW career	☐ 0	☐ 1	☐ 2	☐ 3	00/4
d. To qualify for a professional license	☐ 0	☐ 1	☐ 2	☐ 3	01/4
e. To improve my job skills and my ability to perform my work	☐ 0	☐ 1	☐ 2	☐ 3	00/4
f. To obtain the credential which would qualify me for the kind of jobs I really wanted	☐ 0	☐ 1	☐ 2	☐ 3	03/4
g. To learn more about the subject area simply because I was interested in it	☐ 0	☐ 1	☐ 2	☐ 3	04/4
h. To feel the enjoyment and have the experience of learning on my own	☐ 0	☐ 1	☐ 2	☐ 3	00/4
i. To have the satisfaction of having the degree	☐ 0	☐ 1	☐ 2	☐ 3	00/4
j. To obtain prerequisites for entry into a higher level degree program (e.g., Bachelors, Masters, etc.)	☐ 0	☐ 1	☐ 2	☐ 3	07/4

11. Of all the ways you may have BENEFITTED from
obtaining this degree, which ONE do you feel has
been the MOST important? (CHECK ONE BOX
ONLY.)

- a. The satisfaction of having the degree ☐ 0
- b. Having the degree as a credential towards job
opportunities I might not otherwise have had ☐ 1
- c. The enjoyment and experience of learning on my own ☐ 2
- d. Having the degree as a "stepping stone" to go on for
more education or training ☐ 3
- e. Being more skilled and better at performing my work ☐ 4
- f. Other (PLEASE GIVE DETAILS): _____
_____ ☐ 0
- g. I do not feel I have benefitted from this degree ☐ 0 00/7

12. How much did you gain in each of the following areas as a DIRECT result of the experiences you had earning this degree? (CHECK ONE BOX FOR EACH AREA.)

	NOT AT ALL	A LITTLE	MODERA- TELY	CON- SIDER- ABLY	EXTREMELY	
a. "Intellectual curiosity"; discovering and enjoying knowledge	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	88/5
b. An increased appreciation and use of fine arts and humanities	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	79/5
c. The ability to carry out duties and responsibilities related to the work you do (or hope to do)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	71/5
d. Sense of personal achievement and self-satisfaction	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	72/5
e. The ability to learn and work on your own	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	73/5
f. Understanding your own abilities, limitations and interests	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	74/5
g. The ability to think analytically; to break down an experience into its basic parts ..	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	75/5
h. The ability to write well	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	76/5
i. The ability to speak well in public	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	77/5

79-00/01

CARD 02

13. How do you think the following people would rate your "nontraditional" degree in comparison with a "traditional" degree? (CHECK ONE BOX FOR EACH LINE.)

	LESS VALUABLE	JUST AS VALUABLE	MORE VALUABLE	DON'T KNOW	DOESN'T APPLY	
a. Your present (or most recent) employer .	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	10/5
b. Your present (or most recent) co-workers	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	11/5
c. Your spouse (if applicable)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	12/5
d. Your relatives (parents, other family)	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	13/5
e. Your friends	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	14/5
f. And how do you rate this degree?	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	15/5

14. BEFORE enrolling in this "nontraditional" degree program, were you ever enrolled in any other degree program; and if so, did you complete the degree? (CHECK ONE BOX FOR EACH SECTION, "a" THROUGH "d.")

a. A TRADITIONAL associate-level program:
 Never enrolled in one ☐ 0
 Enrolled; did not complete ☐ 1
 Enrolled; did complete ☐ 2

16/3

b. A TRADITIONAL bachelors-level program:
 Never enrolled in one ☐ 0
 Enrolled; did not complete ☐ 1
 Enrolled; did complete ☐ 2

17/3

c. A "NONTRADITIONAL" associate-level program:
 Never enrolled in one ☐ 0
 Enrolled; did not complete ☐ 1
 Enrolled; did complete ☐ 2

18/3

d. A "NONTRADITIONAL" bachelors-level program:
 Never enrolled in one ☐ 0
 Enrolled; did not complete ☐ 1
 Enrolled; did complete ☐ 2

19/3

ANSWER Q. 15 if you did not check any "Enrolled; did complete" boxes in Q. 14.

SKIP TO Q. 16 if you did check one or more "Enrolled; did complete" box(es).

15. In general, why did you not complete a college degree program earlier? (CHECK AS MANY AS APPLY.)

a. I didn't really know what I wanted ☐ 1 20/0

b. I didn't really need a college degree ☐ 1 21/0

c. Marriage or family responsibilities were too demanding ☐ 1 22/0

d. My job was too demanding ☐ 1 23/0

e. Financial problems ☐ 1 24/0

f. Changed residences frequently ☐ 1 25/0

g. Military service ☐ 1 26/0

h. Some other reason (DESCRIBE): _____
 _____ ☐ 1 27/0

PART II. YOUR PREVIOUS EMPLOYMENT

16. Did you have one or more PAID job(s) during the time you were working towards this degree?
(COUNT ANY PAID JOB, REGARDLESS OF WHETHER IT WAS TEMPORARY OR CAREER, PART-TIME OR FULL-TIME, ETC.)

Yes (ANSWER QS. 17-20) ☐ 0

No (SKIP TO Q. 21) ☐ 1

28/2

17. What was the name or title of your job or position then?

ANSWER FOR THE JOB YOU CONSIDERED MOST IMPORTANT, IF YOU HAD MORE THAN ONE JOB. BE SPECIFIC, AS IN: "SHOP FOREMAN IN AN IRON FACTORY," "COMPUTER PROGRAMMER," "SALES CLERK FOR SPORTING GOODS," ETC.

18. Which one of the following best describes that employer? (CHECK ONE BOX ONLY.)

I was self-employed ☐ 0

Private business:

1) manufacturing (steel plant; oil refinery etc.) ☐ 1

2) nonmanufacturing (telephone company; retail trade; construction; data processing, etc.) ☐ 2

Private education (private school; private day care, etc.) ☐ 3

Private, service-oriented institution (private hospital, private religious organization; private social helping organization, etc.) ☐ 4

Public education (public school; public day care, etc.) ☐ 5

Public, service-oriented institution (library; welfare agency; federal, state, or city hospital, etc.) ☐ 6

State or federal government (other than institutions covered in "Public" above; includes military) ☐ 7

Other (GIVE DETAILS): _____

☐ 8

29/9

19. Did you receive any encouragement or support from that employer to pursue this degree?
(CHECK AS MANY AS APPLY.)

a. No: my employer didn't know about my studies ☐ 1 28/8

b. No: I received no support or encouragement ☐ 1 31/8

c. Yes: I received "moral support" ☐ 1 32/8

d. Yes: my employer promised me better job prospects once I completed the degree ☐ 1 33/8

e. Yes: my employer paid some or all of my fees. ☐ 1 34/8

f. Yes: other (SPECIFY): _____ ☐ 1 35/8

g. Not applicable (was self-employed or other not applicable working situation) ☐ 1 36/8

20. Which one statement BEST describes how you felt about that job? (CHECK ONE BOX ONLY.)

It was only a job to earn money while I DECIDED what kind of work I really wanted to do ☐ 0

It was a job to earn money for something else (e.g., further education, travel, extra household income, etc.) ☐ 1

It was only temporary, until I COULD OBTAIN the type of work I really wanted ☐ 2

It had definite career potential ☐ 3

It realized my career goals ☐ 4

Other (DESCRIBE): _____

☐ 5 37/8

PART III. YOUR PRESENT EMPLOYMENT

- 21. About how many hours per week are you presently being PAID to work? (CHECK ONE BOX ONLY.) (ANSWER FOR THE PAID JOB YOU CONSIDER MOST IMPORTANT, IF YOU HOLD MORE THAN ONE PAID JOB.)**

Does not apply (not employed; retired; nonsalaried homemaker; etc.) (ANSWER QS. 22-23) ☐ 0

10 hours or less (SKIP TO Q. 24) ☐ 1

Between 11 and 20 hours (SKIP TO Q. 24) ☐ 2

Between 21 and 30 hours (SKIP TO Q. 24) ☐ 3

Between 31 and 40 hours (SKIP TO Q. 24) ☐ 4

Over 40 hours (SKIP TO Q. 24) ☐ 5 30%

- 22. For what reasons are you not presently in paid employment? (CHECK AS MANY AS APPLY.)**

a. I do not need/want paid employment ☐ 1 30%

b. I am/have been enrolled in school ☐ 1 40%

c. I am/have been involved with home, child care or

1) voluntarily ☐ 1 41%

2) unable to obtain adequate substitute care ☐ 1 42%

d. I have been doing volunteer work (unpaid employment outside my home) ☐ 1 43%

e. I would like a part-time job or one with flexible hours, but I am not able to find one ☐ 1 44%

f. I am temporarily unemployed (due to layoff, cutback, or other similar reason) ☐ 1 45%

g. I have been seeking paid employment, but have not received any satisfactory offers ☐ 1 46%

h. I have not yet obtained a professional license I need ☐ 1 47%

i. Possible employers will not accept my "non-traditional" degree as a valid credential ☐ 1 48%

j. None of the above apply ☐ 1 49%

- 23. Have you had any paid employment since completing this degree?**

Yes (SKIP TO Q. 31) ☐ 0

No (SKIP TO Q. 33) ☐ 1 50%

- 24. What is the name or title of this job or position?**

BE SPECIFIC, AS IN "SHOP FOREMAN IN AN IRON FACTORY," "COMPUTER PROGRAMMER," "SALES CLERK FOR SPORTING GOODS," ETC.

- 25. Is this job or position with the same employer you described in Q. 18? (CHECK ONE BOX ONLY.)**

Yes, the same employer (SKIP TO Q. 27) ☐ 0

No, a different employer (ANSWER Q. 26) ☐ 1

Not applicable: was not in paid employment while studying for this degree (ANSWER Q. 26) ☐ 2

- 26. Which ONE of the following best describes this (present) employer? (CHECK ONE BOX ONLY.)**

I am self-employed ☐ 0

Private business:

1) manufacturing (steel plant; oil refinery etc.) ☐ 1

2) nonmanufacturing (telephone company; retail trade; construction; data processing, etc.) ☐ 2

Private education (private school; private day care, etc.) ☐ 3

Private, service-oriented institution (private hospital, private religious organization; private social helping organization, etc.) ☐ 4

Public education (public school; public day care, etc.) ☐ 5

Public, service-oriented institution (library; welfare agency; federal, state, or city hospital, etc.) ☐ 6

State or federal government (other than institutions covered in "Public" above; includes military) ☐ 7

Other (GIVE DETAILS): _____ ☐ 8

- 27. Which ONE statement BEST describes how you feel about this (present) job? (CHECK ONE BOX ONLY.)**

It is only a job to earn money while I DECIDE what kind of work I really want to do (ANSWER Q. 28) .. ☐ 0

It is a job to earn money for something else (e.g., further education, travel, extra household income, etc.) (ANSWER Q. 28) ☐ 1

It is only temporary, until I CAN OBTAIN the type of work I really want (ANSWER Q. 28) ☐ 2

It has definite career potential (ANSWER Q. 28) ... ☐ 3

It has realized my career goals (SKIP TO Q. 29) ☐ 4

Other (DESCRIBE): _____

_____ (SKIP TO Q. 29) ☐ 5

28. To do the type of work you would most like to do, how helpful would it be for you to have a master's or higher level degree than you now hold? (CHECK ONE BOX ONLY.)

- Not helpful at all ☐ 0
Slightly helpful ☐ 1
Moderately helpful ☐ 2
Very helpful ☐ 3
Extremely helpful ☐ 4
Don't know ☐ 5

14/5

29. As you see it, is the area of study you covered in your "nontraditional" degree program related to your present job?

- No (ANSWER Q. 30) ☐ 0
Yes (SKIP TO Q. 31) ☐ 1

58/2

30. Why are you working in an unrelated area? (CHECK AS MANY AS APPLY.)

- a. I PREFER work not related to my area of study. ☐ 1
b. I would prefer work in a related area, but have not found any ☐ 1
c. My "nontraditional" or "external" degree has not been considered a valid credential by most employers I have contacted ☐ 1
d. My job just requires me to have a college degree; there is no particular area of study required ☐ 1
e. I've found better paying employment in an unrelated area ☐ 1
f. My previous job(s) were unrelated to my study area, and I can't afford to "lose" those years of experience ☐ 1
g. Other reason: ☐ 1

63/6

31. Think for a moment about all the PAID jobs you've had since completing this degree. In general, do you think you've been in as good a position (with promotions, benefits, etc.) with your "nontraditional" or "external" college degree as your co-workers who have had a "traditional" college degree? (CHECK ONE BOX ONLY.)

- Yes, I've been in AS GOOD a position ☐ 0
No, I've NOT been in as good a position ☐ 1
No, I've been in a BETTER position ☐ 2
I don't know ☐ 3

63/4

32. Shown below are job-related changes which could have resulted from completing your "nontraditional" degree. PLEASE ANSWER FOR EACH CHANGE:

- 1) Did you EXPECT the change to happen to you as A RESULT OF completing this degree? (CHECK "YES" OR "NO" IN COLUMN 1)
2) Did the change HAPPEN to you? (CHECK "YES" OR "NO" IN COLUMN 2)
3) If you expected the change but it did NOT happen, why not? (SELECT ONE OR MORE REASONS FROM THE LIST BELOW, AND WRITE IN THE CORRESPONDING LETTER(S) IN COLUMN 3)

Changes	(1) Expected?		(2) Happened?		(3) If Expected But Did Not Happen Reason(s)
	Yes	No	Yes	No	
A change to a different job	☐	☐	☐	☐	_____
A promotion or increase in pay or benefits	☐	☐	☐	☐	_____
An increase in job responsibilities	☐	☐	☐	☐	_____
An increase in job security	☐	☐	☐	☐	_____
An increase in status or respect from employer and/or co-workers	☐	☐	☐	☐	_____

*REASONS

- a. Even after finishing the degree, I did not really have the required skills or training for the job.
b. The form or the wording of the transcript made it impossible for the employer to judge the amount or type of work I had done.
c. There was a delay in issuing a transcript to the employer.
d. The employer didn't seem to value my degree as highly as a traditional degree.
e. The employer did not seem to care at all about college degrees in general.
f. The employer was having financial problems, probably brought on by the economic recession.
g. There were too many qualified applicants.
h. My age.
i. My race.
j. My sex.
k. SOME REASON NOT LISTED ABOVE.

PART IV. **LEARNING EXPERIENCES SINCE YOU FINISHED THE DEGREE**

33. What is the highest academic degree you now hold, and what is the highest degree you expect to obtain during your life-time? (CHECK ONE BOX IN EACH COLUMN.)

	NOW HOLD	EXPECT
a. Associate	☐ 0	☐ 0
b. Bachelor's	☐ 1	☐ 1
c. Master's (M.A., M.S., M.B.A., etc.)	☐ 2	☐ 2
d. Doctor's (Ph.D., D.S.W., etc.)	☐ 3	☐ 3
e. Professional Doctorate (M.D., J.D., etc.)	☐ 4	☐ 4
f. Haven't decided	☐ 5	

64-65/64

34. Since finishing your "nontraditional" degree, have you applied for admission to any degree programs at the bachelor's, master's, or higher degree level?

No (ANSWER Q. 35, THEN SKIP TO Q. 47) .. ☐ 0
Yes (SKIP TO Q. 36) .. ☐ 1

66/2

35. Which of the following are reasons why you have not applied? (CHECK AS MANY AS APPLY.)

- a. Decided I didn't need or really want a further degree for now ☐ 1 87/0
- b. Didn't think my "external" degree would be acceptable for admission into a bachelor's, master's, or higher level degree program ☐ 1 88/0
- c. Academic qualifications ("grades," standardized entrance test scores, etc.) weren't high enough, and I thought I wouldn't be admitted ☐ 1 89/0
- d. There have been no adequate programs where I have lived ☐ 1 70/0
- e. Financial problems ☐ 1 71/0
- f. Tired of being a student ☐ 1 72/0
- g. Didn't have time both to work and to go on for more schooling ☐ 1 73/0
- h. Needed time to care for home and family ☐ 1 74/0
- i. Received a job after which was too good to turn down ☐ 1 75/0
- j. Other (DESCRIBE): ☐ 1 76/0

[SKIP TO Q. 47]

36. What level was the (FIRST) further degree program you applied for admission to? (CHECK ONE BOX ONLY.)

Bachelor's ☐ 0
Master's ☐ 1
Doctorate ☐ 2
Professional Doctorate ☐ 3

77/6

37. In considering institutions to which you might apply to study for the degree you referred to in Q. 36, did you avoid any institutions in particular (either because of their reputation for not admitting "external" or "nontraditional" graduates, or perhaps because you just thought you would not be admitted, etc.)?

Yes, I avoided some ☐ 0
No, didn't avoid any ☐ 1

78/2

79-0002

38. How important to YOU were the following goals at the time you decided to apply to study for degree referred to in Q. 36? (CHECK ONE BOX FOR EACH GOAL.)

GOAL	NOT IMPT.	SOME- WHAT IMPT.	IMPT.	VERY IMPT.	EXTREMELY IMPT.	
a. To improve my chances of good pay and/or promotion in my career.....	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	10/0
b. To obtain the credential which would make me eligible to receive the right pay for the work I already was (am) doing ...	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	11/0
c. To develop a NEW career	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	12/0
d. To qualify for a professional license	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	13/0
e. To improve my job skills and my ability to perform my work	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	14/0
f. To obtain the credential which would qualify me to get the kind of jobs I really wanted	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	15/0
g. To learn more about the subject area simply because I was interested in it	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	16/0
h. To feel the enjoyment and have the experience of learning on my own.	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	17/0
i. To have the satisfaction of having the higher degree	☐ 0	☐ 1	☐ 2	☐ 3	☐ 4	18/0

39. In applying for admission, were there any special requirements you had to satisfy because you were a graduate of a "nontraditional" or "external" degree program? (CHECK AS MANY AS APPLY.)

- a. Additional letters of reference from my advisors, mentors, or faculty were required .. ☐ 1 10/0
- b. My standardized entrance test scores (e.g., SAT's, GRE's, etc.) had to be higher than scores from applicants from "traditional" degree programs .. ☐ 1 20/0
- c. I had to take one or more standardized entrance tests not required of other applicants .. ☐ 1 21/0
- d. I was called in for a personal interview, which was not generally required of other applicants .. ☐ 1 22/0
- e. I was required to agree to probationary or "temporary" admission, which was not generally required of other applicants .. ☐ 1 23/0
- f. Other special requirement (DESCRIBE): _____ ☐ 1 24/0
- g. None of the above .. ☐ 1 25/0

40. To how many institutions and degree programs did you apply when you decided to go on for this degree (Q. 36)?

Number of INSTITUTIONS: _____

Number of DEGREE PROGRAMS: _____

41. Please fill in the following information about the degree programs (up to three) to which you applied when you decided to study for this degree (Q. 36).

Inst: _____

Inst: _____

Inst: _____

Field
of Study: _____

Field
of Study: _____

Field
of Study: _____

This program was my:
(CHECK ONE)

This program was my:
(CHECK ONE)

This program was my:
(CHECK ONE)

1st choice ☐ 0
2nd choice ☐ 1
3rd choice ☐ 2

1st choice ☐ 0
2nd choice ☐ 1
3rd choice ☐ 2

1st choice ☐ 0
2nd choice ☐ 1
3rd choice ☐ 2

Date Applied: Month:.. _____
Year:..... _____

Date Applied: Month:.. _____
Year:..... _____

Date Applied: Month:.. _____
Year:..... _____

Application/Enrollment Status:
(CHECK ONE)

Application/Enrollment Status:
(CHECK ONE)

Application/Enrollment Status:
(CHECK ONE)

Not admitted ☐ 0
Pending ☐ 1
Admitted but did
not enroll ☐ 2
Admitted and
enrolled ☐ 3

Not admitted ☐ 0
Pending ☐ 1
Admitted but did
not enroll ☐ 2
Admitted and
enrolled ☐ 3

Not admitted ☐ 0
Pending ☐ 1
Admitted but did
not enroll ☐ 2
Admitted and
enrolled ☐ 3

IF ENROLLED:
Date Degree Expected/Received:
Month:
Year:

IF ENROLLED:
Date Degree Expected/Received:
Month:
Year:

IF ENROLLED:
Date Degree Expected/Received:
Month:
Year:

PART V. GENERAL INFORMATION ABOUT YOU

42a. Do you think you experienced special problems with your application(s) (e.g., unusually long time to process your application, denial of admission, etc.) because of your "nontraditional" or "external" degree?

Yes (ANSWER Q. 42b) ☐ 0

No (SKIP TO Q. 43) ☐ 1

26/2

42b. 1) What OFFICIAL reasons were given to you by the school for the special problems? (CHECK ANY BOXES THAT APPLY, IN COLUMN 0.)

2) What do YOU think were the reasons for the special problems? (CHECK ANY BOXES THAT APPLY, IN COLUMN 1. YOU MAY AGREE OR DISAGREE WITH THE OFFICIAL REASONS.)

	(0) WAS OFFICIAL REASON	(1) YOU THINK WAS A REASON		(0) WAS OFFICIAL REASON	(1) YOU THINK WAS A REASON
a. The institution (or the program) from which I obtained my "nontraditional" degree did NOT have full ACCREDITATION	☐	☐	27/3		
b. My STANDARDIZED entrance TEST SCORES (e.g., SAT's, GRE's, etc.) were not high enough	☐	☐	28/3		
c. My GRADES (or other evaluations) were not high enough	☐	☐	29/3		
d. I did not have enough good LETTERS of recommendation	☐	☐	30/3		
e. TOO MANY qualified APPLICANTS for the program	☐	☐	31/3		
f. My SEX	☐	☐	32/3		
g. My RACE	☐	☐	33/3		
h. My AGE	☐	☐	34/3		
i. There was a DELAY in issuing my TRANSCRIPT to the admissions office	☐	☐	35/3		
j. My TRANSCRIPT did NOT contain a GRADE POINT AVERAGE (or information easily convertible to something like a grade point average)	☐	☐	36/3		
k. The FORM or the WORDING of the TRANSCRIPT made it impossible for the admissions office to JUDGE the amount or type of work I had done	☐	☐	37/3		
l. The admissions office could not accept "credit" for WORK or LIFE EXPERIENCE as assessed by my degree program and reported on my TRANSCRIPT	☐	☐	38/3		
m. The admissions office staff did NOT take the TIME to read my TRANSCRIPT	☐	☐	39/3		
n. No reason given or known	☐	☐	40/3		
o. Other problem (DESCRIBE):	☐	☐	41/3		

43. In subject content and in study skills, how well PREPARED do you think you were in comparison with students coming from more traditional programs? (CHECK ONE BOX FOR EACH COLUMN.)

	SUBJECT CONTENT	STUDY SKILLS
About the same	☐ 0	☐ 0
Better than "traditional" students	☐ 1	☐ 1
Not as well as "traditional" students	☐ 2	☐ 2
Don't know	☐ 3	☐ 3

42-43/4

44. In general, how well do you think you have PERFORMED in comparison with students coming from more traditional programs? (CHECK ONE BOX ONLY.)

About the same	☐ 0
Better than "traditional" students	☐ 1
Not as well as "traditional" students	☐ 2
Don't know	☐ 3

44/4

45. Have you applied to any additional degree programs since the one(s) referred to in Q. 41; and if so, at what level? (CHECK ONE BOX ONLY.)

No: have not applied (SKIP TO Q. 47)	☐ 0
Yes: Bachelor level (ANSWER Q. 46)	☐ 1
Yes: Master's level (ANSWER Q. 46)	☐ 2
Yes: Doctoral level (ANSWER Q. 46)	☐ 3
Yes: Professional doctoral level (ANSWER Q. 46)	☐ 4
Yes: Other (SPECIFY):	☐ 5

(ANSWER Q. 46) ☐ 5

45/4

46. Were you admitted; and if so, did you enroll and complete the program? (CHECK ONE BOX ONLY.)

Was not admitted	☐ 0
Was admitted, but did not enroll	☐ 1
Was admitted, enrolled, but have not completed the program	☐ 2
Was admitted, enrolled, and completed the program	☐ 3

46/4

47. When were you born? _____
 Month Day Year 47-48/9
 49-50/9
 51-52/9

48. Are you: Male ☐ 9
 Female ☐ 1 53/2

49. What is your present marital status? (CHECK ONE BOX ONLY.)
 Never married ☐ 9
 Married ☐ 1
 Separated, divorced ☐ 2
 Widowed ☐ 3 54/4

50. What is the annual income from YOUR present primary job, before taxes, etc.? (CHECK ONE BOX ONLY.)
 Not presently in paid employment ... ☐ 00
 Less than \$3,000 ☐ 01
 \$3,000-5,999 ☐ 02
 \$6,000-8,999 ☐ 03
 \$9,000-11,999 ☐ 04
 \$12,000-14,999 ☐ 05
 \$15,000-17,999 ☐ 06
 \$18,000-20,999 ☐ 07
 \$21,000-23,999 ☐ 08
 \$24,000-26,999 ☐ 09
 \$27,000-29,999 ☐ 10
 \$30,000 and over ☐ 11
 Don't know ☐ 12 55-58/13

51. Please estimate the total annual income for your HOUSEHOLD this past year, before taxes (including any earnings from all members of your household). (CHECK ONE BOX ONLY.)
 Less than \$3,000 ☐ 0
 \$3,000-5,999 ☐ 1
 \$6,000-8,999 ☐ 2
 \$9,000-11,999 ☐ 3
 \$12,000-14,999 ☐ 4
 \$15,000-17,999 ☐ 5
 \$18,000-20,999 ☐ 6
 \$21,000-23,999 ☐ 7
 \$24,000-26,999 ☐ 8
 \$27,000-29,999 ☐ 9
 \$30,000 and over ☐ 10
 Don't know ☐ 11 57-58/12

52. How many children do you have? (if you have no children, please write in "0")
 Number: _____ 59/9

53. How many children are presently living at home with you?
 (Include foster children, grandchildren, etc.)
 (If "none," please write in "0," and SKIP TO Q. 55.)
 (If one or more, please write in the number and then answer Q. 54.)
 Number: _____ 60/9

54. Please check the box for any age group(s) in which you presently have a child (or children) living at home with you? (CHECK AS MANY AS APPLY.)
 1 day-3 months ☐ 1 61/0
 3 months-2 years ☐ 1 62/0
 Over 2 years-4 years ☐ 1 63/0
 Over 4 years-6 years ☐ 1 64/0
 Over 6 years-8 years ☐ 1 65/0
 Over 8 years-12 years ☐ 1 66/0
 Over 12 years-16 years ☐ 1 67/0
 Over 16 years-20 years ☐ 1 68/0
 Over 20 years ☐ 1 69/0

55. How would you describe yourself?

(CHECK ONE BOX ONLY.)

- American Indian or Alaskan Native ☐ 0
 Asian or Pacific Islander ☐ 1
 Black, not of Hispanic origin ☐ 2
 White, not of Hispanic origin ☐ 3
 Hispanic ☐ 4
 Other ☐ 5

70/1

56. While you were growing up, was any language other than English usually spoken in your home?

No ☐ 0

Yes (What language(s))? _____ ☐ 1

71/2

Please indicate by checking the appropriate box below whether you would be willing to be interviewed sometime during the next eight months as a follow-up to this survey. Thank you.

Yes, I am willing to be interviewed ☐ 0

No ☐ 1

72/2

75-88/3

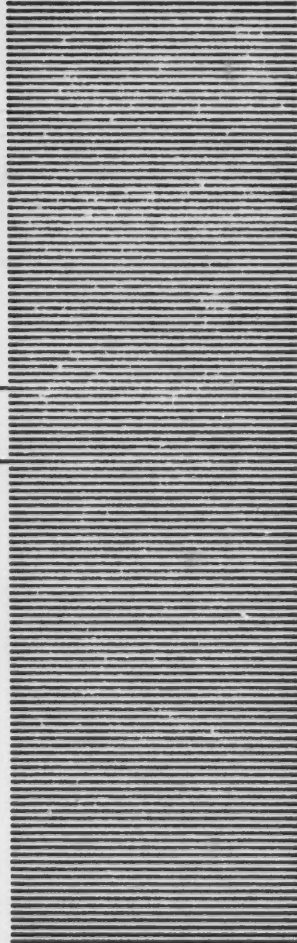
ARE THERE ANY COMMENTS YOU WOULD LIKE TO MAKE ABOUT YOUR EXPERIENCES IN COMPLETING, OR SINCE COMPLETING, THIS DEGREE?

TO RETURN THIS QUESTIONNAIRE, FOLD AND SEAL IT, AND DROP IT IN THE MAIL.

IF YOU WOULD LIKE A COPY OF THE RESULTS OF THIS STUDY (AROUND AUGUST, 1977), FILL OUT THE REPLY CARD IN THE COVER OF THIS BOOKLET, AND DROP THE CARD IN THE MAIL.

EDP SURVEY OF COLLEGE GRADUATES
Bureau of Social Science Research, Inc.
1990 M Street, N.W. Suite 700
Washington, D.C. 20036

FIRST CLASS
Permit No. 33451
WASHINGTON, D.C.



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APPENDIX 2

MAIL QUESTIONNAIRE FOR SURVEY OF GRADUATES
ADAPTED FOR USE BY
METROPOLITAN STATE UNIVERSITY



April 11, 1977

St. Paul Center
Metro Square Bldg.
Saint Paul, MN 55101
612/296-3875

Dear Metro U Graduate:

As part of Metro U's continuing evaluation of its educational program, we would like to know about your post-graduation employment and educational experiences. We are particularly interested in your opinions about your degree from Metro U.

We are asking you to complete the enclosed questionnaire and return it in the enclosed envelope to the Office of Research by May 6. Your participation in this survey is entirely voluntary; however, because of its importance to Metro U, we urge your conscientious participation. Your individual responses will be held in confidence.

The results of this survey will also be used in an important national study of graduates of "nontraditional" or "external" degree programs which is being conducted by the Bureau of Social Science Research with sponsorship by the National Institute of Education.

Thank you very much for your time and assistance. Your cooperation will assist us in our review of Metro U's program and will contribute to a national study of alternative post-secondary education. Should you have any questions about this survey, please contact me at (612) 296-4449.

Cordially,

James E. Deegan

James E. Deegan, Director
Office of Research/Assessment

JED/djs
Enclosures

founded 1971
a member of the
State University
System.

POST-GRADUATION SURVEY
METROPOLITAN STATE UNIVERSITY
OFFICE OF RESEARCH
April 1977

(NOTE: All questions in this survey are optional. Please skip any questions that you do not wish to answer.)

I. BACKGROUND INFORMATION

- | | |
|---|---|
| <p>1. Name _____</p> <p>3. Social Security # _____</p> <p>5. Ethnic Background</p> <p> ___ American Indian</p> <p> ___ Asian or Pacific Islander</p> <p> ___ Black, Non-Hispanic</p> <p> ___ White, Non-Hispanic</p> <p> ___ Hispanic</p> <p> ___ Other: _____</p> <p>7. Date you entered Metro U _____</p> <p style="text-align: center;">Month-Year</p> | <p>2. Sex: Male () Female ()</p> <p>4. Year of Birth _____</p> <p>6. What was your major area of study at Metro U?
(e.g., Business Administration)</p> <p>_____</p> <p>_____</p> <p>8. Date you graduated _____</p> <p style="text-align: center;">Month-Year</p> |
|---|---|

II. METRO U EXPERIENCES

9. How important to you were the following goals at the time you decided to obtain this degree from Metro U? For each item check one box indicating the importance of the goal to you and check a second indicating whether you reached the goal.

	Not Impt.	Somewhat Impt.	Very Impt.	Reached	Not Reached	Undecided	Not A Goal
a. To improve my chances of good pay and/or promotion in my career.....	()	()	()	()	()	()	()
b. To obtain the credential which would make me eligible to receive the right pay for the work I already was (am) doing.....	()	()	()	()	()	()	()
c. To develop a NEW career.....	()	()	()	()	()	()	()
d. To qualify for a professional license.....	()	()	()	()	()	()	()
e. To improve my job skills and my ability to perform my work.....	()	()	()	()	()	()	()
f. To obtain the credential which would qualify me for the kind of jobs I really wanted.....	()	()	()	()	()	()	()
g. To learn more about the subject area simply because I was interested in it.....	()	()	()	()	()	()	()
h. To feel the enjoyment and have the experience of learning on my own.....	()	()	()	()	()	()	()
i. To have the satisfaction of having the degree.....	()	()	()	()	()	()	()
j. To obtain prerequisites for entry into a higher level degree program.....	()	()	()	()	()	()	()

10. Of all the ways you may have benefitted from obtaining this degree, which one do you feel was the most important? (Check one box only.)

- a. ☐ The satisfaction of having the degree.
- b. ☐ Having the degree as a credential towards job opportunities I might not otherwise have had.
- c. ☐ The enjoyment and experience of learning on my own.
- d. ☐ Having the degree as a "stepping stone" to go on for more education or training.
- e. ☐ Being more skilled and better at performing my work.
- f. ☐ Other (Please give details): _____
- g. ☐ I do not feel I benefitted from this degree in any respect.

11. How much did you gain in each of the following areas as a direct result of the experiences you had earning this degree? (Check one box for each area.)

	Not At All	A Little	A Moderate Amount	A Considerable Amount	A Very Large Amount
a. "Intellectual curiosity;" discovering and enjoying knowledge.....	☐	☐	☐	☐	☐
b. An increased appreciation and use of fine arts and humanities.....	☐	☐	☐	☐	☐
c. The ability to carry out duties and responsibilities related to the work I do (or hope to do).....	☐	☐	☐	☐	☐
d. Sense of personal achievement and self-satisfaction.....	☐	☐	☐	☐	☐
e. The ability to learn and work on my own.....	☐	☐	☐	☐	☐
f. Understanding my own abilities, limitations, and interests.....	☐	☐	☐	☐	☐
g. The ability to think analytically; to break down an experience into its basic parts.....	☐	☐	☐	☐	☐
h. The ability to write well.....	☐	☐	☐	☐	☐
i. The ability to speak well in public.....	☐	☐	☐	☐	☐

12. In general, why did you not complete a college degree program earlier? (Check as many as apply.)

- a. ☐ I didn't really know what I wanted.
- b. ☐ I didn't really need a college degree.
- c. ☐ Marriage or family responsibilities were too demanding.
- d. ☐ My job was too demanding.
- e. ☐ Financial problems.
- f. ☐ Changed residences frequently.
- g. ☐ Military service.
- h. ☐ Some other reason (Describe): _____

13. How do you think the following people would rate your "nontraditional" degree in comparison with a "traditional" degree? (Check one box for each line.)

	Less Valuable	Just As Valuable	More Valuable	Don't Know	Doesn't Apply
a. Yourself.....	()	()	()	()	()
b. Your present (or most recent) employer.....	()	()	()	()	()
c. Your present (or most recent) co-workers.....	()	()	()	()	()
d. Your spouse (if applicable).....	()	()	()	()	()
e. Your relatives (parents, other family).....	()	()	()	()	()
f. Your friends.....	()	()	()	()	()

III. POST-GRADUATION EMPLOYMENT

14. Were you employed when you were a student at Metro U? Yes () No ()
If yes, what was your job title? _____
15. How many hours a week are you currently employed?
- a. () None or Does Not Apply (e.g., nonsalaried homemaker, retired, student, volunteer worker)
b. () 10 hours or less
c. () 11-20 hours
d. () 21-30 hours
e. () 31-40 hours
f. () Over 40 hours
- 15b. If employed, what is your current job title? _____
- 15c. What is the name of your employer? _____
16. Have you changed jobs since you graduated? Yes () No ()
17. Did your Metro U experience lead you to seek a significant career change? Yes () No ()
18. Is your area of study at Metro U related to your present job? Yes () No ()
19. Below are job related changes which could have resulted from completing your degree at Metro U. Please indicate for each item whether you expected the change and whether the change actually happened.

Changes	Expected		Happened		If expected but did not happen, please give reasons.
	Yes	No	Yes	No	
a. A change to a different job.	()	()	()	()	_____
b. A promotion or increase in pay.	()	()	()	()	_____
c. An increase in job responsibilities.	()	()	()	()	_____
d. An increase in job security.	()	()	()	()	_____
e. An increase in status or respect from employer/coworkers.	()	()	()	()	_____

- 20. Have you experienced any major problems seeking employment with a degree from Metro U? Yes () No ()
- 21. If you answered yes to Question 20, please check all reasons why you encountered problems.
- a. () Even after finishing the degree, I did not really have the required skills or training for the job.
b. () The form or the wording of the transcript made it impossible for the employer to judge the amount or type of work I had done.
c. () There was a delay in issuing a transcript to the employer.
d. () The employer didn't seem to value my degree as highly as a traditional degree.
e. () The employer did not seem to care at all about college degrees in general.
f. () The employer was having financial problems, probably brought on by the economic recession.

(Continued on next page)

g. () There were too many qualified applicants.

h. () My age.

i. () My race.

j. () My sex.

k. () Other Reasons: (Please explain) _____

IV. POST-GRADUATION EDUCATION

22. Have you applied for admission to any graduate or professional schools?

() Yes; How many? No. Schools ____; No. Programs ____

() No; Go to question #31

23. Please list each institution and program to which you applied and indicate the date you applied and your admission or enrollment status.

	First Choice	Second Choice	Third Choice
College or University	_____	_____	_____
Program field or major	_____	_____	_____
Date (mo/yr) of Application	_____	_____	_____
<u>Admission or Enrollment Status</u> (check one)			
a. Admitted and Enrolled	_____	_____	_____
b. Admitted but did not enroll	_____	_____	_____
c. Pending	_____	_____	_____
d. Not Admitted	_____	_____	_____
If enrolled:			
Date Degree Expected or Received	Month-Year _____	Month-Year _____	Month-Year _____

→ 24. How important to you was each of the following reasons for applying to graduate school?

	Not Important	Somewhat Important	Very Important
a. Satisfy a personal desire for advanced degree	()	()	()
b. Vocational field requires an advanced degree	()	()	()
c. Improve chances for promotion or salary increase	()	()	()
d. To prepare for a career change	()	()	()
e. Inability to find satisfactory employment	()	()	()
f. Employer's encouragement	()	()	()
g. Other: please specify _____	()	()	()

25. Do you believe you experienced special problems with the graduate school because you graduated from Metro U's nontraditional program? Yes () No ()

If yes, please check whether each of the following was a problem.

	Not A Problem	Somewhat Of A Problem	A Major Problem
a. Lack of grades on transcript	()	()	()
b. Length of narrative transcript	()	()	()
c. Quality of my Metro U program	()	()	()
d. Delay in receiving transcript from Metro U	()	()	()
e. Graduate school personnel could not interpret or understand the narrative transcript	()	()	()
f. Lacked required courses	()	()	()
g. Low standardized test scores	()	()	()
h. Narrative transcript in general	()	()	()
i. Other: please explain _____	()	()	()

26. In applying for admission, were there any special requirements you had to satisfy because you were a graduate of a "nontraditional" or "external" degree program? (Check as many as apply.)
- a. ☐ Additional letters of reference from my advisors, mentors, or faculty were required.
 - b. ☐ My standardized entrance test scores (e.g., SAT's, GRE's, etc.) had to be higher than scores from applicants from "traditional" degree programs.
 - c. ☐ I had to take one or more standardized entrance tests not required of other applicants.
 - d. ☐ I was called in for a personal interview, which was not generally required of other applicants.
 - e. ☐ I was required to agree to probationary or "temporary" admission, which was not generally required of other applicants.
 - f. ☐ Other special requirement: (please describe) _____
 - g. ☐ None of the above.
27. If you were denied admission by a graduate school, were you informed officially why you were denied admission? Yes ☐ No ☐
If yes, what were the reasons? _____
28. Do you think there were other reasons why your application was denied? Yes ☐ No ☐
If yes, what were the reasons? _____
29. If you enrolled in a graduate program, how well prepared do you think you were in subject content and study skills as compared with students from conventional institutions?
- | | <u>Subject
Content</u> | <u>Study
Skills</u> |
|--|----------------------------|--------------------------|
| a. About the same | ☐ | ☐ |
| b. Better than "traditional" students | ☐ | ☐ |
| c. Not as well as "traditional" students | ☐ | ☐ |
| d. No Opinion | ☐ | ☐ |
30. In general, how have you performed in comparison with students from more traditional programs?
- a. ☐ About the same.
 - b. ☐ Better than traditional students.
 - c. ☐ Not as well as traditional students.
 - d. ☐ Don't know.
31. Have you engaged in any learning activities (e.g., independent study, community-based courses, workshops) since you graduated? (Do not include formal graduate school work.) Yes ☐ No ☐
If yes, please describe: _____
32. Please indicate the degree to which you are satisfied with each of the following. (Check one for each item.)
- | | <u>Very
Satisfied</u> | <u>Satisfied</u> | <u>Not At All
Satisfied</u> | <u>No
Opinion</u> |
|--|---------------------------|--------------------------|---------------------------------|--------------------------|
| a. The quality of <u>your</u> Metro U program | ☐ | ☐ | ☐ | ☐ |
| b. Metro U's BA Degree | ☐ | ☐ | ☐ | ☐ |
| c. Your narrative transcript | ☐ | ☐ | ☐ | ☐ |
| d. Metro U's educational mission | ☐ | ☐ | ☐ | ☐ |
| e. Your satisfaction with Metro U's program as an expression of the University's Mission | ☐ | ☐ | ☐ | ☐ |

Comments about (a) through (e) above: _____

POST-GRADUATION SURVEY

April 1977

33. If Metro U offered a master's degree, would you apply for admission?

() Yes; In what subject area? _____

() No; Why not? _____

() Uncertain

() Not Applicable (already in master's program)

34. Please add any comments you have about your Metro U program or about your post-graduation experiences.

APPENDIX 3
INTERVIEW SCHEDULE
FOR
NONRESPONSE TELEPHONE SURVEY

SURVEY OF GRADUATES OF EXTERNAL DEGREE PROGRAMS:
FOLLOW-UP OF NONRESPONDENTS

Graduate File 48105 ID Number: _ _ _ _	6-9
Nonrespondent Follow-up File 48108 ID Number: _ _ _	10-12
Source of Case: Pulled from bad address file.	0
Pulled from nonrespondent file.	1
	13/2
Outcome of Telephone Number Search:	
<u>Number not obtained:</u>	
No listing at all; cannot track at any address. . .	0
Address <u>same</u> as in our records, but has	
unlisted number	1
Address <u>different</u> from our records, and has	
unlisted number (may not be same person). . .	2
Information operator would not give information	
regarding address	3
<u>Number obtained:</u>	
Address <u>same</u> as in our records.	4
Address <u>different</u> from our records.	5
Information operator would not give information	
regarding address	6
	14/7
Verification of Number and Identity of Respondent:	
No number obtained; not called.	0
Correct respondent.	1
Incorrect respondent.	2
Not ascertained	3
	15/4
Outcome of Case:	
Correct respondent was never reached.	0
Correct respondent was reached; refused telephone	
Interview	1
Correct respondent was reached; telephone	
Interview was completed	2
	16/3
Sex of Respondent:	
Male.	0
Female.	1
	17/2

BSSR:48108
August, 1977
Nonrespondent
Follow-up

-2-

TELEPHONE NUMBER OF RESPONDENT:

(Area Code)								(Telephone Number)									

18-27/9s

DATE OF INTERVIEW:

Month			Day			Year			

28-33/9s

INTRODUCTION:

Hello. I'm _____ from the Bureau of Social Science Research, a private nonprofit organization in Washington, D.C. We have been asked by the National Institute of Education to look at work-related and other experiences of graduates from nontraditional degree programs like the one offered by (Name of Institution).

(Name of Institution) gave us your name and address, and we mailed a questionnaire to you several weeks ago. Since we haven't yet heard from you, we would like to talk with you for about 10 minutes about your experiences since you graduated. Is this a convenient time?

(TRY TO COMPLETE TELEPHONE INTERVIEW REGARDLESS OF WHETHER RESPONDENT REPORTS S/HE MAILED BACK THE COMPLETED QUESTIONNAIRE.)

IF SAYS S/HE MAILED BACK COMPLETED QUESTIONNAIRE, FILL IN ITEM A (BELOW)
(DO NOT ASK) AND GO TO P. 3., Q. 1, AND BEGIN INTERVIEW.

IF DOES NOT MENTION RECEIVING OR SENDING BACK OUR QUESTIONNAIRE, ASK ITEM A,
AND THEN GO TO P. 3., Q. 1.

ITEM A:

By the way, do you recall receiving our questionnaire? It would have come sometime in June, and it had a manila-colored cover. (OTHER DESCRIPTORS:
8 1/2 x 11 SIZE PAGES; BROWN INK)

No, never got one	0
Yes, got one.	1
Don't remember; uncertain	2

34/3

Time at Start of Interview

1. First, I'd just like to be sure our information about the degree you completed is correct. You earned the (READ NAME AND LEVEL OF DEGREE FROM LABEL) in (READ AREA OF STUDY FROM LABEL), is that correct?

(NOTE CORRECTIONS, IF ANY, TO THE RIGHT OF THE LABEL)
(IF "INDIVIDUALIZED STUDIES," PROBE FOR A MORE SPECIFIC AREA OF STUDY)

Level: _____ 35/3
Area: _____ 36-37/10

2. When did you first formally enroll in this degree program?

Month: _____ 38-39/99
Year: _____ 40-41/99

3. When did you complete the requirements for this degree?

Month: _____ 42-43/99
Year: _____ 44-45/99

4. People's goals in working for a college degree are often different. How important to YOU were the following goals at the time you decided to obtain this degree? For example, would you say it was a "not important," "somewhat important," "important," "very important," or "extremely important" goal for you in getting this degree (READ EACH ITEM)

	Not Important	Somewhat Important	Very Important	Extremely Important	
a. To improve your chances of good pay or promotion in your career?	0	1	2	3	4 46/5
b. To develop a NEW career?	0	1	2	3	4 47/5
c. To obtain the credential which would qualify you for the kind of jobs you really wanted?	0	1	2	3	4 48/5
d. To learn more about the subject area simply because you were interested in it?	0	1	2	3	4 49/5
e. To have the satisfaction of having the degree?	0	1	2	3	4 50/5
f. To obtain prerequisites for entry into a higher level degree program? (BACHELORS, MASTERS)	0	1	2	3	4 51/5

5. Of all the ways you may have benefitted from obtaining this degree, which one of the following do you feel has been the most important? Would you say it was: (READ ENTIRE LIST BEFORE TAKING DOWN REPLY)

The satisfaction of having the degree 0

Having the degree as a credential towards job opportunities you might not otherwise have had. 1

The enjoyment and experience of learning on your own. 2

Having the degree as a "stepping stone" to go on for more education or training 3

or Being more skilled and better at performing your work? 4

(IF CITES OTHER MOST IMPORTANT BENEFIT, WRITE IN HERE): _____

_____ . 5

(IF REPLIES "NONE"--CIRCLE HERE). 6

52/7

6. In comparison with a "traditional" degree, do you think the following people would rate your "nontraditional" degree as less valuable, just as valuable, or more valuable? (READ EACH ITEM)

	<u>Less</u>	<u>Just as</u>	<u>More</u>	<u>Don't Know</u>	<u>Does Not Apply</u>	
a. Your present (or most recent) employer?	0	1	2	3	4	53/5
b. Your friends?	0	1	2	3	4	54/5
c. And yourself--in comparison, how would <u>you</u> rate this degree?	0	1	2	3	4	55/5

7. Before you enrolled in this "nontraditional" degree program, were you ever enrolled in any other degree program, for example:
(READ EACH ITEM) (IF ENROLLED IN ANY, PROBE FOR WHETHER COMPLETED.)

a. a traditional, associate-level program?

Never enrolled in one (before) 0
Enrolled; did not complete 1
Enrolled; did complete 2

56/3

b. a traditional, bachelors-level program?

Never enrolled in one (before) 0
Enrolled, did not complete 1
Enrolled, did complete 2

57/3

c. a nontraditional, associate-level program?

Never enrolled in one (before) 0
Enrolled, did not complete 1
Enrolled, did complete 2

58/3

d. a nontraditional, bachelor-level program?

Never enrolled in one (before) 0
Enrolled, did not complete 1
Enrolled, did complete 2

59/3

8. Now I'd like to ask you a few things about jobs you've had.
Did you have one or more paid jobs during the time you were
working towards this degree?

No (SKIP TO Q. 10). 0
Yes (ASK Q. 9a - 9c). 1

60/2

9a. What kind of office or business did you work for?
(IF HAD MORE THAN ONE PAID JOB, TAKE DOWN INFORMATION
FOR THE ONE RESPONDENT CONSIDERED MOST IMPORTANT.)
(MAKE NOTATION IF WAS SELF-EMPLOYED.)

9b. Was this public or private? (CIRCLE ONE)

Public. 0
Private 1

9c. What type of work did you do? (GET JOB TITLE,
DESCRIPTION, AND SO ON)

OFFICE USE: Occ: _____

61-62/99

Situs: _____

63/9

10. Are you presently working in a paid job?

No (ASK QS. 11 & 12). 0
 Yes (SKIP TO Q. 13) 1

64/2

11. (IF "NO," ABOVE) Why are you not at the moment working
 in a paid job? (CIRCLE AS MANY AS RESPONDENT MENTIONS)

a. Does not want/need paid employment (also includes
 "retired"). 1 65/0
 b. Is/has been enrolled in school. 1 66/0
 c. Is/has been involved with home, child care. 1 67/0
 d. Has been doing volunteer work (unpaid employment
 outside the home) 1 68/0
 e. Would like a part-time job or one with flexible hours
 but cannot find one 1 69/0
 f. Is temporarily unemployed (layoff, cutback, or other
 similar reason) 1 70/0
 g. Has been seeking paid job, but has not received any
 satisfactory offers 1 71/0
 h. Has not yet obtained a professional license s/he needs. 1 72/0
 i. Possible employers will not accept his/her external
 degree as a valid credential. 1 73/0
 j. Other (SPECIFY): _____ 1

74/0

12. Have you had any paid employment since completing this
 degree?

80/1

Card 2

No (SKIP TO Q. 17). 0
 Yes (SKIP TO Q. 16) 1

10/2

13. About how many hours per week do you work?

10 hours or less. 0
 11 - 20 hours 1
 21 - 30 hours 2
 31 - 40 hours 3
 More than 40 hours. 4

11/5

14a. (FOR THOSE WHO NOW HAVE A PAID JOB) What kind of office or business do you work for? (IF HAS MORE THAN ONE PAID JOB, TAKE DOWN INFORMATION FOR THE ONE RESPONDENT CONSIDERS MOST IMPORTANT.) (MAKE NOTATION IF IS SELF-EMPLOYED)

14b. Is this public or private? (CIRCLE ONE)

Public. 0

Private 1

14c. What type of work do you do? (GET JOB TITLE, DESCRIPTION, AND SO ON)

OFFICE USE: Occ: _____

12-13/99

Situs: _____

14/9

15. I'm going to read five statements, and I'd like you to tell me which ONE statement BEST describes how you feel about your present job: (READ ALL FIVE BEFORE RECORDING ANSWER)

It is only a job to earn money while you DECIDE what kind of work you really want to do 0

It is a job to earn money for something else, for example, further education, travel, extra household income, and so on 1

It is only temporary, until you can OBTAIN the type of work you really want. 2

It has definite career potential. 3

or It has realized your career goals 4

(DO NOT READ)--(OTHER: SPECIFY): _____

_____ 5

15/6

16. AS A RESULT OF completing your nontraditional degree,

a1. did you <u>expect</u> to <u>change</u> to a different job?	No. 0	
	Yes 1	16/2
a2. <u>did</u> you change to a different job?	No. 0	
	Yes 1	17/2
b1. did you <u>expect</u> a promotion or increase in pay or benefits?	No. 0	
	Yes 1	18/2
b2. did you <u>receive</u> a promotion or increase in pay or benefits?	No. 0	
	Yes 1	19/2
c1. did you <u>expect</u> an increase in job <u>responsibilities</u> ?	No. 0	
	Yes 1	20/2
c2. did you <u>receive</u> an increase in job <u>responsibilities</u> ?	No. 0	
	Yes 1	21/2
d1. did you <u>expect</u> an increase in job <u>security</u> ?	No. 0	
	Yes 1	22/2
d2. did you <u>receive</u> an increase in job <u>security</u> ?	No. 0	
	Yes 1	23/2

Now I'd like to ask a few questions about any schooling you may have had since you finished your nontraditional degree.

17. What is the highest academic degree you now hold, and what is the highest degree you expect to obtain during your lifetime? (CIRCLE ONE IN EACH COLUMN) (READ LIST IF RESPONDENT NEEDS PROMPTING)

	<u>Now Hold</u>	<u>Expect</u>	
Associate	0	0	
Bachelors	1	1	
Masters (M.A., M.S., and so on)	2	2	
Doctors (Ph.D., D.S.W., and so on)	3	3	
Professional Doctorate (M.D., J.D)	4	4	24/6
Haven't decided	5	5	25/6

18. Since finishing your "nontraditional" degree, have you applied for admission to any degree programs at the bachelors, masters, or higher degree level?

No (SKIP TO Q. 27)	0	
Yes (ASK QS. 19-25)	1	26/2

19. What level was the degree program you applied for admission to? (IF MORE THAN ONE, WE WANT INFORMATION ABOUT THE VERY FIRST ONE AFTER S/HE FINISHED THE EXTERNAL DEGREE.)

Bachelors	0	
Masters	1	
Doctorate	2	
Professional Doctorate	3	27/4

20. To how many institutions and degree programs did you apply when you decided to go on for this degree?

Number of Institutions: _____	28/9
Number of Degree Programs: _____	29/9

21a. What degree programs did you apply to? (TAKE DOWN INFORMATION FOR UP TO THREE DEGREE PROGRAMS. IF APPLIED TO MORE THAN THREE FOR THIS ONE DEGREE, TAKE TOP THREE CHOICES)

Name of (FIRST) Institution: _____

30-33/9s

Field of Study: _____

34-35/10

Was this your 1st (or 2nd or 3rd) choice?

1st 0

2nd 1

3rd 2

36/3

When did you apply?

Month: _____

37-38/99

Year: _____

39-40/99

Were you admitted, and if so, did you enroll? (CHECK ONE)

Not admitted. 0

Pending 1

Admitted but did not enroll 2

Admitted and enrolled 3

41/4

IF ENROLLED: When did/will you complete the degree?

Month: _____

42-43/99

Year: _____

44-45/99

(OFFICE USE ONLY: SEL. CODE: _____)

46/9

21b. What degree programs did you apply to? (TAKE DOWN INFORMATION FOR UP TO THREE DEGREE PROGRAMS. IF APPLIED TO MORE THAN THREE FOR THIS ONE DEGREE, TAKE TOP THREE CHOICES)

Name of (SECOND) Institution: _____

47-50/9s

Field of Study: _____

51-52/10

Was this your 1st (or 2nd or 3rd) choice?

1st 0
2nd 1
3rd 2

53/3

When did you apply?

Month: _____

54-55/99

Year: _____

56-57/99

Were you admitted, and if so, did you enroll? (CHECK ONE)

Not admitted. 0
Pending 1
Admitted but did not enroll 2
Admitted and enrolled 3

58/4

IF ENROLLED: When did/will you complete the degree?

Month: _____

59-60/99

Year: _____

61-62/99

(OFFICE USE ONLY: SEL. CODE: _____)

63/9

21c. What degree programs did you apply to? (TAKE DOWN INFORMATION FOR UP TO THREE DEGREE PROGRAMS. IF APPLIED TO MORE THAN THREE FOR THIS ONE DEGREE, TAKE TOP THREE CHOICES)

Name of (THIRD) Institution: _____

64-67/9s

Field of Study: _____

68-69/10

1st 0

2nd 1

3rd 2

70/3

When did you apply?

Month: _____

71-72/99

Year: _____

73-74/99

Were you admitted, and if so, did you enroll? (CHECK ONE)

Not admitted. 0

Pending 1

Admitted but did not enroll 2

Admitted and enrolled 3

75/4

IF ENROLLED: When did/will you complete the degree?

80/2

Card 3

Month: _____

10-11/99

Year: _____

12-13/99

(OFFICE USE ONLY: SEL. CODE: _____)

14/9

22. Do you think you experienced special problems with your application(s), for example, unusually long time to process your application, denial of admission, and so on, because of your "nontraditional" or "external" degree?

No. 0
Yes 1

15/2

IF RESPONDENT ENROLLED IN ANY PROGRAM, ASK QS. 23 & 24. IF NOT, SKIP TO Q. 25

23. In subject content and in study skills, how well PREPARED do you think you were in comparison with students coming from more traditional programs--about the same, better than, or not as well prepared as traditional students? (CHECK ONE IN EACH COLUMN)

	<u>Subj. Cont.</u>	<u>Study Sk.</u>	
About the same.	0	0	
Better than	1	1	
Not as well as.	2	2	16/4
(Don't know).	3	3	17/4

24. In general, how well do you think you have PERFORMED in comparison with students coming from more traditional programs--about the same, better than, or not as well as "traditional" students?

About the same	0	
Better than.	1	
Not as well as	2	
(Don't know)	3	18/4

25. Have you applied to any additional degree programs since this (bachelor's, master's) degree program? (THE ONE REFERRED TO IN Q. 19.)

No (SKIP TO Q. 27)	0	
Yes (PROBE FOR AT WHAT LEVEL):		
Bachelor's	1	} ASK Q. 26 19/5
Masters.	2	
Doctoral	3	
Professional Doctoral.	4	

26. Were you admitted, and if so, did you enroll and complete the program?

Was not admitted	0	
Admitted, did not enroll	1	
Admitted, enrolled, but have not completed	2	
Admitted, enrolled, completed.	3	
Application still pending.	4	20/5

And now I'd like to ask a few questions about you.

27. When were you born?

Month: _____
Day: _____
Year: _____

21-22/99

23-24/99

25-26/99

28. What is your present marital status?
(IF REPLIES "SINGLE," PROBE FOR MORE SPECIFIC ANSWER)

Never married 0
Married 1
Separated, divorced 2
Widowed 3

27/4

29. Have you moved (CHANGED RESIDENCES) since you completed your degree at (Name of Institution)?

No. 0
Yes 1

28/2

30. (ASK THIS QUESTION ONLY IF R NOW HAS A PAID JOB--SKIP TO Q. 31 IF NO JOB)

Can you tell me approximately what is the annual income from YOUR present job, before taxes and so on? We only need to know in broad terms, for example, three to six thousand, six to nine thousand, and so on. (IF HAS MORE THAN ONE JOB, TAKE INFORMATION FOR THE MOST IMPORTANT JOB--DISCUSSED IN EMPLOYMENT SECTION ABOVE)

(Not presently in paid employment). 00
Less than \$3,000. 01
3,000 - 5,999 02
6,000 - 8,999 03
9,000 - 11,999 04
12,000 - 14,999 05
15,000 - 17,999 06
18,000 - 20,999 07
21,000 - 23,999 08
24,000 - 26,999 09
27,000 - 29,999 10
30,000 and over 11
Don't know/refused. 12

29/13

31. Could you estimate the total annual income for your HOUSEHOLD this past year, before taxes and so on? Again, we only need to know in broad terms, but it should include earnings from all members of your household.

Less than \$3,000. 00
 3,000 - 5,999 01
 6,000 - 8,999 02
 9,000 - 11,999 03
 12,000 - 14,999 04
 15,000 - 17,999 05
 18,000 - 20,999 06
 21,000 - 23,999 07
 24,000 - 26,999 08
 27,000 - 29,999 09
 30,000 and over 10
 Don't know/refused. 11

30/12

32. How many children do you have? (ENTER "0" IF NONE)

Number: _____

31/9

33. How would you describe yourself? Would you say you are American Indian or Alaskan Native; an Asian or Pacific Islander; Black, but not of Hispanic background; White, but not of Hispanic background; or Hispanic? (CIRCLE ONLY ONE)

American Indian/Alaskan Native. 0
 Asian or Pacific Islander 1
 Black, not of Hispanic background 2
 White, not of Hispanic background 3
 Hispanic. 4
 Other (SPECIFY): _____). 5
 Refused 6

32/7

IF RESPONDENT INDICATED AT BEGINNING OF INTERVIEW THAT S/HE HAD RECEIVED THE MAILED QUESTIONNAIRE, BUT DID NOT COMPLETE OR RETURN IT, CONTINUE WITH THE ITEMS BELOW. (IF NOT, TERMINATE INTERVIEW WITH "Thank you very much for your time. Do you have any questions or comments?" AND WRITE THEM IN THE SPACE PROVIDED ON NEXT PAGE)

34. We're almost finished. Now, I'd like to ask you one or two things about the questionnaire we sent you. I realize it may have been awhile since it first came, but can you tell me the most important reason you decided not to fill it out? (ONE MAIN REASON)

33-34/99

Thank you. Let me ask you a few specific things about the questionnaire, and then we'll be done.

35. Did the questionnaire look as though it would take too long to fill out?

No. 0
Yes 1
Don't know/don't remember . . 2

35/3

36. Did it seem too complicated?

No. 0
Yes 1
Don't know/don't remember . . 2

36/3

37. How could we have changed the questionnaire to have made it something you really wanted to fill out?

37-38/99

80/3

Thank you very much for your time! Do you have any questions or comments?

I affirm this to be a true and faithful record of the interview conducted with the respondent who was selected according to this study's specifications; that I will divulge no information from this interview to any one other than authorized BSSR employees; that I have followed the "interviewer instructions" for this study and the principles of BSSR's Policy for the Protection of Human Subjects.

Interviewer's Signature

Time interview completed

AM/PM

APPENDIX 4
MATERIALS FROM EMPLOYER SURVEY

Bureau of Social Science Research, Inc.
1690 M Street, N.W., Washington, D.C. 20036
(202) 223-4300

May 23, 1977

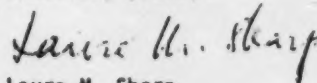
The Bureau of Social Science Research, Inc., under contract to the National Institute of Education, Department of Health, Education, and Welfare, is undertaking a national survey of employers in the health, education, financial, legal and other nonmanufacturing fields, to seek their professional judgments concerning recruitment and hiring criteria. As part of this research effort, we are contacting personnel officers and others responsible for recruitment or selection of potential employees to ask them some things they feel are important considerations in matching persons to jobs in professional, para-professional, and administrative/managerial positions.

The purpose of this survey is to learn what qualities employers look for in selecting persons for professional, managerial, and administrative positions, and the importance of some of these qualifications in relation to others.

Your organization has been selected to be among the 96 employers surveyed in this study. Completion of the survey should take no more than thirty minutes of your time. Your comments are most welcome and a separate sheet has been provided for them. The results of this study will be presented only as statistical summaries and anonymous comments. No employer or organization will ever be identified.

Please take the time to complete and return the survey within the next five days. No postage is required on the envelope provided. Simply complete the card-sort as per the enclosed instructions and put the cards, and any comments you may have included, into the pre-addressed, postage-free envelope, and deposit it in the mail. If you have any questions about the study you may contact Ms. Christy Carton at (202) 223-4300. We are most appreciative of your time and help.

Sincerely yours,



Laure M. Sharp
Study Director

If you would like to have a copy of the results of this study, please return the card enclosed in your packet. You should receive a copy of the results about October 1977.

LMS/as

BUREAU OF SOCIAL SCIENCE RESEARCH, INC.
WASHINGTON, D. C. 20036

SURVEY OF EMPLOYERS

Instructions for Completing Survey

1. Enclosed you will find 33 cards, each of which contains a brief statement concerning factors important in recruitment and hiring. These statements were developed from in-depth interviews with a small sample of personnel officers in organizations such as your own. For your organization, some of these statements will probably be more applicable than others.
2. Some of the statements deal with educational qualifications for prospective employees, and the term "external degree" is used. This is a term with which you may not be familiar. For the purposes of this study an external degree is defined as:

A degree which results from an unconventional program in which very little classroom attendance is required. The programs tend to be very individualized. Under some of these programs students can take examinations which test their subject matter knowledge and get a degree on the basis of test results, without first taking courses. Others require the completion of assignments and report or paper-writing under the supervision of a professor or counselor, but no classroom attendance. Usually students complete such programs slowly, over many years and while holding a job or carrying out household responsibilities. Some of the programs are sponsored by colleges and universities which also have regular, classroom-based programs for full-time students; others are sponsored by colleges which grant only external degrees.

3. Please look through all of the statements on the cards first. You should divide them into two approximately equal piles: one pile consisting of those statements which you think are generally congruent with your organization's current hiring and promotional practices; and the second pile of those you think are not, in general, congruent with your organization's current practices. (We are looking for an assessment of personnel policy and practices, not personal preferences.)

Next, select the three statements from the first pile which are most congruent with your hiring and promotion practices. In the right hand side of each card please circle the number: "+5" to indicate that the three statements chosen are most congruent with your organization's policy. Put these cards aside and chose the three statements which are next most in agreement with your recruitment policy. Mark these three cards by circling "+4." Proceed in such a manner until you have circled three in each category down to "+1." Fifteen cards should now have been chosen from the deck of 33 and coded from "+5" to "+1."

Next, start at the opposite end of the pole, and from the remaining cards, select the three cards which are in greatest disagreement with your hiring and promotion practices and policies. Circle "-5" on these cards and put them aside. Select the next three, and mark those "-4," and so on till you have only three remaining cards. These should be those which are the least applicable for your organization. Circle the "0" for these three cards.

5. When you have completed sorting all the cards and marking them please check back to be sure that three and only three cards are in each category: "+5" thru "0" to "-5." It is essential for the study design and the type of analysis proposed that each respondent sort his or her cards into the 11 categories of three cards each, even though you may feel that some of the choices you make in that manner are rather "forced."

Your final sort should be as follows:

<u>Number of Cards</u>	<u>Number Circled</u>
3	+5
3	+4
3	+3
3	+2
3	+1
3	0
3	-1
3	-2
3	-3
3	-4
3	-5
Total 33	

6. We are enclosing an extra sheet of paper for your comments. Please feel free to include any statements which you may wish to add, either about your organization's hiring and promotional practices, or, in particular, any thought you may have about the utility of external degrees for your employees or prospective employees.
7. When you have completed the survey tasks, please put the enclosed rubber band around the deck of cards, put the cards and any additional comments (and the card requesting a copy of the survey results, should you wish them) into the prepaid envelope and mail back to us.

Thank you for taking time to complete this important survey.

EMPLOYER SURVEY

EXAMPLE OF IBM CARD WITH Q-SORT STATEMENT

WE TEND TO HIRE COLLEGE STUDENTS FOR TEMPORARY JOBS OR
INTERNSHIPS WITH THE INTENTION OF HIRING MANY OF THEM
LATER ON A REGULAR BASIS.

+5
+4
+3
+2
+1
0
-1
-2
-3
-4
-5

EMPLOYER SURVEY

PEARSON CORRELATION COEFFICIENTS

QUEST1	QUEST2	QUEST3	QUEST4	QUEST5	QUEST6	QUEST7	QUEST8
QUEST1	1.00000	-0.13598	0.04970	-0.06551	0.15979	-0.22255	0.26889
QUEST2	-0.13598	1.00000	0.16893	0.15479	0.16754	-0.05540	0.09649
QUEST3	0.04970	0.16893	1.00000	0.25723	0.01351	-0.00785	0.07206
QUEST4	-0.06551	0.15479	0.25723	1.00000	0.30735	0.22249	0.26148
QUEST5	0.15979	0.16754	0.01351	0.30735	1.00000	0.14563	0.21201
QUEST6	-0.22255	-0.05540	-0.00785	0.22249	0.14563	1.00000	0.21797
QUEST7	0.26889	0.09649	0.07206	0.26148	0.21201	0.21797	1.00000
QUEST8	0.17156	0.03870	0.09675	0.09500	0.10458	-0.03582	0.48881
QUEST9	-0.04863	-0.15103	-0.05241	-0.05406	-0.04269	-0.17276	0.02589
QUEST10	-0.13898	-0.22914	-0.18566	-0.41338	-0.48586	-0.25059	-0.47730
QUEST11	-0.13746	0.01672	-0.10812	-0.11155	-0.17847	-0.23113	-0.18675
QUEST12	-0.14264	-0.13032	-0.08046	-0.16594	0.00837	0.08637	-0.49253
QUEST13	0.07378	0.00330	0.01228	-0.07854	-0.09837	-0.16471	-0.04034
QUEST14	-0.05489	-0.03292	-0.25726	-0.28606	-0.22100	-0.30043	-0.25848
QUEST15	-0.01878	0.01820	-0.16175	-0.42063	-0.45392	-0.37370	-0.36080
QUEST16	-0.07932	-0.09165	-0.07137	-0.23969	-0.20319	-0.43191	-0.36684
QUEST17	-0.05563	-0.26701	0.07640	-0.16565	-0.20596	0.02826	-0.23628
QUEST18	-0.12291	0.00257	-0.05522	0.35267	0.18257	0.23135	0.19559
QUEST19	0.07185	-0.13969	0.01490	-0.18414	-0.09016	-0.02903	0.10882
QUEST20	-0.13269	0.00208	0.31069	0.02308	0.23198	0.14703	-0.08216
QUEST21	-0.14095	-0.04802	-0.14626	-0.26958	-0.17217	-0.08521	-0.20775
QUEST22	-0.02341	0.05843	0.17855	0.22713	0.08301	0.18228	0.01839
QUEST23	-0.17621	-0.09174	-0.31200	-0.35631	-0.28478	-0.01694	-0.43792
QUEST24	0.04329	0.07330	0.01776	-0.07790	-0.17966	-0.12683	-0.14779
QUEST25	0.03221	0.13787	0.15968	0.27689	0.29368	0.01887	0.41651
QUEST26	-0.05926	0.22265	0.08774	0.25842	0.20436	0.04219	0.19880
QUEST27	-0.03063	0.22294	-0.00926	0.25337	0.04885	0.02189	0.25000
QUEST28	0.02010	-0.00813	-0.12219	0.17243	0.23081	-0.10185	0.03114
QUEST29	-0.07376	-0.18944	-0.27176	-0.09487	-0.22409	-0.22040	-0.20430
QUEST30	-0.14164	-0.09208	-0.33911	-0.34156	-0.39547	-0.17710	-0.28011
QUEST31	0.01560	-0.31977	0.09628	-0.15671	-0.13816	0.03958	-0.05988
QUEST32	0.04815	-0.01340	0.01574	-0.20986	-0.21730	0.23601	0.05483
QUEST33	0.08692	-0.18112	-0.34327	-0.14141	-0.15181	-0.06841	-0.07857

	QUEST9	QUEST10	QUEST11	QUEST12	QUEST13	QUEST14	QUEST15	QUEST16
QUEST1	-0.09463	-0.13698	-0.13796	-0.14264	0.07378	-0.05489	-0.01878	-0.07932
QUEST2	-0.15103	-0.22914	0.01672	-0.13032	0.00330	-0.03292	0.01820	-0.09165
QUEST3	-0.05241	-0.18566	-0.10812	-0.08696	0.01228	-0.25726	-0.16175	-0.07137
QUEST4	-0.05406	-0.41334	-0.11155	-0.16594	-0.07854	-0.28606	-0.42063	-0.23969
QUEST5	-0.04269	-0.48586	-0.17847	0.00837	-0.09837	-0.22100	-0.45392	-0.20319
QUEST6	-0.17276	-0.25659	-0.23113	0.08637	-0.16471	-0.30043	-0.37370	-0.43191
QUEST7	0.02589	-0.47730	-0.18875	-0.49253	-0.04034	-0.25848	-0.36080	-0.36684
QUEST8	0.26589	-0.33316	-0.15051	-0.29589	-0.00985	-0.03466	-0.30287	-0.20395
QUEST9	1.00000	0.00751	0.21285	0.03920	-0.18630	0.00091	-0.04611	0.07769
QUEST10	0.00751	1.00000	0.17691	0.38937	0.10590	0.29772	0.57338	0.39412
QUEST11	0.21285	0.17691	1.00000	-0.02901	-0.02520	0.03528	0.14789	-0.06562
QUEST12	0.03920	0.38937	-0.02901	1.00000	-0.00050	0.15507	0.25375	0.14958
QUEST13	-0.18630	0.10590	-0.02520	-0.00050	1.00000	0.50737	0.24985	0.15536
QUEST14	0.00091	0.29772	0.03528	0.15507	0.50737	1.00000	0.37750	0.32949
QUEST15	-0.04611	0.57338	0.14789	0.25375	0.28985	0.35750	1.00000	0.55031
QUEST16	0.07769	0.39412	-0.06562	0.14958	0.15536	0.32949	0.55031	1.00000
QUEST17	-0.04031	0.13713	-0.13815	0.19393	-0.18109	-0.18188	0.12008	-0.05485
QUEST18	-0.22923	-0.37679	-0.19376	-0.38652	-0.00824	-0.04903	-0.34124	-0.09560
QUEST19	-0.02056	0.01917	-0.16995	-0.04538	-0.08740	-0.16157	0.03914	-0.03976
QUEST20	-0.08878	-0.05475	-0.09251	0.13163	-0.37889	-0.33282	-0.35843	-0.15302
QUEST21	-0.11391	0.19458	-0.05833	-0.02983	0.14760	0.29046	0.20825	0.13335
QUEST22	-0.04914	-0.29569	0.02242	-0.16409	-0.13533	-0.31579	-0.26569	-0.29753
QUEST23	0.02775	0.33207	0.19913	0.09825	0.03302	0.26821	0.16205	0.03666
QUEST24	-0.03009	0.04938	0.12833	-0.03143	-0.09247	-0.24311	0.00410	0.00182
QUEST25	0.20425	-0.55339	-0.11087	-0.27699	-0.14432	-0.24757	-0.49864	-0.25395
QUEST26	-0.00240	-0.34023	-0.02868	-0.37212	-0.11788	-0.19533	-0.31329	0.00242
QUEST27	0.08868	-0.29077	0.08401	-0.44874	-0.09585	-0.07413	-0.32419	-0.04659
QUEST28	-0.04768	-0.26226	-0.02764	-0.23053	0.04165	-0.11503	-0.17047	-0.04623
QUEST29	-0.00126	-0.40514	0.13469	0.14834	-0.04778	0.08475	0.28436	0.27326
QUEST30	-0.14019	-0.36724	0.02535	0.04601	-0.00455	0.15362	0.32693	0.27152
QUEST31	-0.05182	0.16647	0.01735	0.11954	-0.13196	-0.02121	-0.03607	-0.09267
QUEST32	0.03630	-0.15406	-0.07839	0.06190	-0.08280	-0.01790	-0.15151	-0.35597
QUEST33	-0.03451	0.06789	0.19354	-0.00421	-0.11404	-0.01468	0.14794	-0.14724

	QUEST17	QUEST18	QUEST19	QUEST20	QUEST21	QUEST22	QUEST23	QUEST24
QUEST1	-0.05563	-0.12291	0.02185	-0.13269	-0.14095	-0.02341	-0.17621	0.04329
QUEST2	-0.26701	0.00257	-0.13969	0.00208	-0.04802	0.05843	-0.09174	0.07330
QUEST3	0.07640	-0.05522	0.01490	0.31069	-0.14676	0.17855	-0.31200	0.01776
QUEST4	-0.10565	0.35267	-0.18414	0.02308	-0.26958	0.22213	-0.35631	-0.07790
QUEST5	-0.20596	0.18257	-0.00016	0.23198	-0.17217	0.08301	-0.26478	-0.17966
QUEST6	0.02826	0.23135	-0.02903	0.14703	-0.08521	0.18228	-0.01694	-0.12683
QUEST7	-0.23628	0.19559	0.10882	-0.08216	-0.20775	0.01839	-0.43792	-0.14779
QUEST8	-0.16289	-0.06929	0.03207	0.02795	-0.12786	-0.03240	-0.31203	-0.13488
QUEST9	-0.08031	-0.22923	-0.02056	-0.09878	-0.11381	-0.04914	0.02775	-0.03009
QUEST10	0.13713	-0.37679	0.01907	-0.05475	0.19459	-0.29569	0.33207	0.04938
QUEST11	-0.13815	-0.19376	-0.16995	-0.09251	-0.05833	0.02242	0.19913	0.12833
QUEST12	0.19393	-0.38852	-0.04538	0.13163	-0.02983	-0.16409	0.09825	-0.03193
QUEST13	-0.18109	-0.00874	-0.08740	-0.37849	0.14760	-0.13533	0.03302	-0.04247
QUEST14	-0.18188	-0.09903	-0.10157	-0.33262	0.29046	-0.31579	0.26821	-0.24311
QUEST15	0.12084	-0.34124	0.03914	-0.35843	0.20825	-0.26669	0.16205	0.00410
QUEST16	-0.05485	-0.09560	-0.03976	-0.15302	0.13335	-0.29753	0.03666	0.00182
QUEST17	1.00000	0.04772	0.25435	0.03528	-0.04981	0.25138	0.05824	0.00611
QUEST18	0.04772	1.00000	0.14052	-0.05990	-0.18875	0.21469	-0.26582	0.04895
QUEST19	0.25435	0.14052	1.00000	-0.12638	0.00435	0.07615	-0.20027	-0.05349
QUEST20	0.03528	-0.06990	-0.12638	1.00000	-0.12024	0.12554	-0.10490	0.08088
QUEST21	-0.04981	-0.18875	0.00435	-0.12024	1.00000	-0.19301	0.30150	-0.09837
QUEST22	-0.25138	0.21469	0.07615	0.12554	-0.19301	1.00000	0.03295	0.12860
QUEST23	0.05824	-0.26582	-0.20027	-0.10490	0.30150	0.03295	1.00000	0.18551
QUEST24	0.00611	0.04895	-0.05349	0.08088	-0.09837	0.12860	0.18551	1.00000
QUEST25	-0.21661	0.06786	0.13888	0.01363	-0.09566	0.06810	-0.35705	-0.00265
QUEST26	-0.31769	0.32316	0.07261	-0.00522	-0.17141	-0.05262	-0.28540	-0.13839
QUEST27	-0.46307	0.27407	0.00359	-0.02412	-0.25056	-0.08599	-0.06322	-0.04052
QUEST28	-0.32439	0.14791	-0.05585	-0.06336	-0.05887	-0.25906	-0.11141	-0.12835
QUEST29	0.02905	-0.15281	-0.17379	-0.17567	0.08605	-0.30585	0.02409	-0.14203
QUEST30	0.09442	-0.08677	-0.01138	-0.18895	0.25388	-0.18741	0.25894	0.06010
QUEST31	0.07925	-0.25098	-0.11854	0.04687	0.07355	-0.11206	0.09577	-0.06170
QUEST32	0.22271	-0.02784	-0.18782	0.03385	-0.02759	0.09750	0.13582	-0.00298
QUEST33	0.18737	-0.17388	-0.07998	0.67377	-0.04180	0.07686	0.11578	0.01135

	QUEST25	QUEST26	QUEST27	QUEST28	QUEST29	QUEST30	QUEST31	QUEST32	QUEST33
QUEST1	0.03221	-0.05926	-0.03063	0.02010	-0.07376	-0.14144	0.01560	0.04815	0.08692
QUEST2	0.13747	0.22265	0.22294	-0.00813	-0.18944	-0.09208	-0.31977	-0.01340	-0.18112
QUEST3	0.15988	0.08774	-0.00926	-0.12219	-0.27176	-0.33911	0.09628	0.01574	-0.34327
QUEST4	0.27889	0.25842	0.25337	0.17243	-0.09487	-0.34156	-0.15671	-0.20986	-0.14141
QUEST5	0.29368	0.20436	0.09885	0.23681	-0.22409	-0.39547	-0.13816	-0.21730	-0.15101
QUEST6	0.01847	0.04219	0.02189	-0.10185	-0.22040	-0.17710	0.03958	0.23601	-0.06841
QUEST7	0.41651	0.19880	0.25000	0.03116	-0.20430	-0.28011	-0.05488	0.05483	-0.07657
QUEST8	0.50969	0.06107	0.09799	-0.06724	-0.20777	-0.32674	-0.00611	0.01322	-0.11734
QUEST9	0.20425	-0.00240	0.08868	-0.04768	-0.00128	-0.14019	-0.05182	0.03630	-0.03451
QUEST10	-0.55339	-0.34023	-0.29077	-0.26226	0.40514	0.36724	0.18647	-0.15406	0.06789
QUEST11	-0.11087	-0.02868	0.08401	-0.02764	0.13469	0.02535	0.01735	-0.07839	0.19354
QUEST12	-0.27699	-0.37212	-0.44874	-0.23053	0.14834	0.04601	0.11954	0.06190	-0.00421
QUEST13	-0.14432	-0.11788	-0.09585	0.04165	-0.04778	-0.00455	-0.13196	-0.08260	-0.11404
QUEST14	-0.24757	-0.19533	-0.07413	-0.11503	0.08476	0.15262	-0.02121	-0.01740	-0.01408
QUEST15	-0.40064	-0.31329	-0.32419	-0.17047	0.28236	0.32693	-0.03607	-0.15151	0.14794
QUEST16	-0.25395	0.00242	-0.04659	-0.04623	0.27326	0.27152	-0.09267	-0.35597	-0.14724
QUEST17	-0.21661	-0.31769	-0.46307	-0.32439	0.02905	0.09442	0.07925	0.22271	0.18737
QUEST18	0.06786	0.32316	0.27407	0.14791	-0.15281	-0.08677	-0.25098	-0.02784	-0.17388
QUEST19	0.13888	0.07261	0.00359	-0.05585	-0.17379	-0.01138	-0.11854	-0.18782	-0.07998
QUEST20	0.01363	-0.00522	-0.02412	-0.06336	-0.17567	-0.18895	0.04887	0.03385	0.07377
QUEST21	-0.09566	-0.17141	-0.25056	-0.05887	0.08605	0.25398	0.07355	-0.02759	-0.04180
QUEST22	0.06810	-0.05262	-0.08599	-0.25906	-0.30585	-0.18741	-0.11206	0.09750	0.07686
QUEST23	-0.35705	-0.28540	-0.06322	-0.11141	0.02409	0.25894	0.09577	0.13582	0.11578
QUEST24	-0.00265	-0.13839	-0.04052	-0.12835	-0.14203	0.05010	-0.08170	-0.00298	0.01135
QUEST25	1.00000	0.34896	0.35416	0.37559	-0.24133	-0.40440	-0.13360	-0.28518	-0.33923
QUEST26	0.34896	1.00000	0.43114	0.38813	0.00997	-0.16500	-0.18509	-0.27328	-0.20378
QUEST27	0.35416	0.43114	1.00000	0.48673	-0.12710	-0.20471	-0.14408	-0.27152	-0.18660
QUEST28	0.37559	0.38813	0.48673	1.00000	0.11565	-0.07192	-0.00943	-0.22512	-0.09780
QUEST29	0.24133	0.00997	-0.12710	0.11565	1.00000	0.38363	0.00846	-0.16790	0.11754
QUEST30	-0.16500	-0.18509	-0.20471	-0.07192	0.38363	1.00000	-0.02144	0.18697	0.13061
QUEST31	-0.18509	-0.18509	-0.14408	-0.00943	0.00846	-0.02144	1.00000	0.12135	-0.00613
QUEST32	-0.27328	-0.27328	-0.27152	-0.22512	-0.16790	0.18697	0.12135	1.00000	0.18051
QUEST33	-0.33923	-0.20378	-0.18660	-0.09780	0.11754	0.13061	-0.00613	0.18051	1.00000

APPENDIX 5
INTERVIEW SCHEDULE FOR TELEPHONE SURVEY
USED BY
FLORIDA INTERNATIONAL UNIVERSITY

State University System External Degree Program
Graduate Survey

Student's Name _____ Office Phone _____
Today's Date _____ Home Phone _____

1. What was your job or status at the point of entering the EDP?

2. Have you been promoted? _____ To what position? _____
3. Have you changed jobs or responsibilities? _____ What is your current position? _____
4. Has the EDP degree helped you in attaining your career or professional goals? _____ Personal goals? _____ Any problems? _____
5. What was the title of your main EDP Independent Study Project, if any? _____
6. Have you applied to a graduate or professional school? _____
Were you accepted? _____ When did you enroll? _____
Name of college or university _____
Name of degree program _____ Field _____
Have you completed graduate or professional school? _____
When did you complete? _____
7. Student comments (about the EDP, their lives, etc.):
8. Interviewer comments (about the students, what else they've done, etc.):
9. CURRENT ADDRESS AND PHONE NUMBERS (see reverse side)